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## ABSTRACT

The goals of the Career Motivation Program in the Akron Public Schools are to provide students in grades K-6 with activity-centered experiences geared to the development of self-concepts and attitudes toward work and an appreciation of all vocations and the dignity of all workers. Career motivation is the first phase of the Career Development Programs; it is based on the belief that every healthy individual is at work at something, and its final outcome is the integration of career education into the total curriculum of the schools. Career motivation activities are presented in the guide to provide teachers at the grade 3 level with suggestions for introducing career education into the curriculum. The guide is divided into several units: reading; social studies (4 units); health (8 units); English; science (11 units); and math (6 units). Each unit contains: objectives, concepts, teacher approach and pupil activities, references and materials, and goal statements. (Author/EC)

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CE 005 377

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CAREER MOTIVATION PROGRAM

Grade 3

AKRON PUBLIC SCHOOLS  
1972

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U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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## FOREWORD

During the 1971-1972 school year the Career Education Program in Akron sponsored and coordinated a committee of classroom teachers to create and develop a Career Motivation Guide for the ongoing curriculum areas in the Akron Public Schools.

Classroom teachers who contributed their time and skills included the following:

Mrs. Evelyn Kirk	Kindergarten
Mrs. Irene Rowe	First Grade
Mrs. Violet Barden	Second Grade
Mrs. Irene Rowe	Second Grade
Mrs. Jean Halfhill	Second Grade
Mrs. Jean Halfhill	Third Grade
Mrs. Judy Dotts	Fourth Grade
Mrs. Mary Becker	Fifth Grade
Mrs. Barbara Vossaletti	Fifth Grade
Miss Diane Seilberger	Sixth Grade
Mr. William Martin	Curriculum Specialist

Coordination and format of the guide was provided by Mrs. Roberta Ryan, Coordinator-Counselor, Self-Starting Elementary School and Mr. Frederick Zeller, Coordinator-Counselor, Firestone Park Elementary School.

Mr. Nicholas Topogus, Project Coordinator provided administrative assistance.

## GENERAL INTRODUCTION

Career Motivation K-6 is the first phase of the Career Development Program. The ultimate goal of the total Career Development Program K-10 is the realization and utilization of human potential for general improvement and upgrading of society. The goals of the Career Motivation Program are:

To motivate students to want to become a part of the World of Work.

To develop in students an awareness of the wide range of job opportunities, an appreciation of all work and the recognition that all work is honorable.

Through Awareness, Appreciation, and Motivation the elementary school child will understand that work is a meaningful activity that he engages in at home and school. Later these tasks for which he has assumed responsibility become jobs and occupations which are necessary for maintaining and improving his society and which are the most probable means for the realization of his own human capacity.

As the child progresses through elementary school and his world expands and becomes more complex, the Career Motivation Program will have special meaning for the child in his development as a person.

The Career Motivation Program is based on the belief that every healthy individual is at work at something, especially the elementary school child. By becoming aware of his responsibilities at home and at school and by appreciating the personal meaning that comes from meeting these responsibilities, the child develops Motivation for work in the elementary school. Through Career Orientation and Career Exploration Programs, this respect for work translates into career development.

The affective stages of growth require that the child's feelings, perceptions, and beliefs are dealt within the areas of self-awareness, self-acceptance, self-affirmation of interests, aptitudes, achievements, values, and attitudes

## USE OF THE GUIDE

This guide is intended to provide the elementary school teacher with Career Motivation activities related to current curriculum in the Akron Public Schools. The components of the guide are:

Curriculum Area Objectives

Concepts

Activities

Resources

Goal Statements

The final outcome of the Career Motivation Program is the integration of Career Education into the total curriculum of the schools.

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Unit 10 & 11 - Life In The Pon

### MATH

Unit 1 - Overall
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Unit 3 - Time

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OBJECTIVES:

1. To develop an awareness of the many jobs that might depend on being able to read orally with good expression in order to communicate well to others.
2. To develop an understanding of the necessity for acquiring good comprehension when reading.

CONCEPTS:

1. Reading is a necessary skill needed in most occupations.
2. Reading is an important life long skill that can be used to prepare you for any new opportunity.

PUPIL ACTIVITIESGOAL STATEMENT

1. p. 37-47 Let Me Tell You About Arthur  
Children act out this story to show how unprepared Arthur was for his job for the day. (Part. 4)  
React this part to show how one should be prepared for his job and assume its' responsibilities.
2. p. 61-67 Who Needs Punch?  
This story lends itself to the skill of being a good babysitter.  
Have children write an evaluation on one of their baby sitters. Have them tell good points and bad points. Make a chart on what would make a good baby sitter. Stress the fact that this could be one of their first jobs away from home to earn a wage.
3. p. 113-130 Stone Soup  
This activity is designed to have children appreciate the many job opportunities available in the mass media area. They also must make many decisions as to what job they will select.
  - a. Each child submits a play script. Class chooses one they wish to produce.
  - b. Class chooses through audition each actor or actress they wan to preform.
  - c. Class decides on committees needed to produce play. Then individuals choose what committee they want to be on.

Example:

Makeup and Costume, Program, Scenery, Actresses and Actors, Director, and Back stage workers.

Children will discover of developing good h them on jobs in later

Children will become opportunity of earning responsibilities that

Children would learn many work tasks that produce a mass-media

Children will have t of making individual regarding their self

BOOK - Panorama (Houghton Mifflin Series) 3<sup>1</sup> level

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and Costume, Program,  
y, Actresses and Actors,  
or Back stage workers.

GOAL STATEMENT

Children will discover the importance  
of developing good habits that will aid  
them on jobs in later life.

Children will become aware of an early  
opportunity of earning a wage and the  
responsibilities that it will require

Children would learn to appreciate the  
many work tasks that are needed to  
produce a mass-media production.

Children will have the responsibility  
of making individual and group decisions  
regarding their self interests and abilities.

PUPIL ACTIVITIESGOAL STATEMENT

3. p. 113-130 Stone Soup
  - d. Actors and actresses create their own lines.
  - e. Program committee makes own ditto and runs it off. These people are also ushers.
  - f. Play is given for other classes.
4. p. 138 142 Henry Ford
 

The car industry hires many skilled and unskilled people. Pretend we are car designers for Ford Co.. Design a car of the future that would be attractive to people because of a new feature. Draw and write about it. Class choose the best one to be displayed in hall. Discuss the interdependence of the automotive industry to all other industry.
5. p. 155-174 Stevie's Other Eyes
 

Discuss the fact that just because someone is different, we should not exclude their friendship. People need each other. Secure an example of braille and talk about the industry that publishes braille material.
6. p. 175-177 Seeing Eye Dogs
 

Contact your local Blind Society, (Akron, Summit County Soc. - phone 253-6344) and have a speaker come to school and tell about the many job opportunities available to the blind. Also, the many people employed to aid the blind.

Children will become tremendous importance plays upon the whole

Children will discover their life they may with someone who may acceptance will be in

Children will have a for people who work a handicap.

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and actresses create their  
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committee makes own ditto  
s it off. These people are  
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Henry Ford  
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er come to school and tell  
ny job opportunities available  
. Also, the many people employed  
blind.

GOAL STATEMENT

Children will become aware of the  
tremendous importance the car industry  
plays upon the whole job area.

Children will discover that often in  
their life they may be required to work  
with someone who may be "different" and  
acceptance will be important.

Children will have a greater appreciation  
for people who work even though they possess  
a handicap.

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PUPIL ACTIVITIES

7. p. 236-253 How D.Y.B. Worked for April  
Use the magic circle technique prior to  
reading this story. Subject of circle  
discussion could be:  
A blue girl with green hair joins the  
class. How could we make her feel a  
part of the group?

GOAL STATEMENT

Children become aware  
in appearance need no  
friendship.

IES

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e circle technique prior to  
story. Subject of circle  
ould be:  
with green hair joins the  
ould we make her feel a  
group?

GOAL STATEMENT

Children become aware that differences  
in appearance need not be important to  
friendship.

BOOK - Fiesta (Houghton-Mifflin Series) 3<sup>2</sup> levelPUPIL ACTIVITIES

1. A Visit to the Mayor pg. 9-26  
A good film strip to use with this story is Community Helpers Series entitled, "What Is a Mayor." Another is entitled "The City Government."  
Emphasize that there is both a right and wrong way about trying to change laws in our communities. Help children realize problems that face mayors and councilmen every day and how this can effect business.
2. Doctoring An Elephant pg. 27-39  
Have the book, At the Pet Hospital, and perhaps for the good readers, Park Rangers and Game Wardens The World Over, for the class to read. Another story that would be fun for them to read is in the Ginn 3' book, Finding New Neighbors in the unit, at the zoo called Zoo Doctor. You could also try to get a speaker from the Childrens' Zoo to speak on the care of animals or perhaps a veterinarian. A field trip could be taken to a pet store to learn about care of well or sick animals. A farmer would also have some experience along that line, or perhaps a teacher who lives on a farm and raises animals.

GOAL STATEMENTS

To have children dev  
for the complex resp  
in the job of being  
that changes in our  
steps accomplished b  
other citizens.

To have the children  
in animals realize t  
open to them in the



BOOK - Fiesta (Houghton-Mifflin Series) 3<sup>2</sup> level

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A farmer would also have some  
long that line, or perhaps a  
lives on a farm and raises

GOAL STATEMENTS

To have children develop an appreciation  
for the complex responsibility involved  
in the job of being a city leader. Also,  
that changes in our laws requires certain  
steps accomplished by these people and  
other citizens.

To have the children who express an interest  
in animals realize the many opportunities  
open to them in the World of Work.

PUPIL ACTIVITIESMATERIALSGOAL STATEMENTS

3. Before You Spend That Coin pg. 81-89  
Some people actually make a living at buying and selling coins, hobby shops for instance. Hobbies can lead to vocations. What other hobbies have led to jobs for people?

Children will become  
often lead to vocatio

Magazines are a big item in the World of Work. This article is an example of a type found in magazines. Children pretend they are writers for a magazine. Decide on a name for the magazine. Then each will write an article for the magazine on something we were experts or interested in. Next design an appropriate cover. This brings in commercial artists. Chose a cover. The magazine would not be complete without a series of advertisements. Each creates a new product to be illustrated in the magazine. Then it is ready to be assembled.

Paper, crayons,  
paste, colored  
paper

To help the children  
takes many people doi  
jobs, with many diffe  
produce a publication

4. Mystery Guest at Left End pg. 109-137  
This story presents an unusual opportunity of proving the fact that either sex can do any job they really want to do. Have the class name some unusual jobs that are now being done by females that were usually originally mens' jobs. The same for men's jobs that used to be womens' work. Example: lady plumbers, men primary teachers, and nurses, etc.

Newspapers and  
magazines

Children will discover  
has a sex qualificati

READING

BOOK - Fiesta

(continued)

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MATERIALS

GOAL STATEMENTS

ad That Coin pg. 81-89  
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selling coins, hobby  
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What other hobbies  
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Children will become aware that hobbies  
often lead to vocations.

a big item in the World  
article is an example  
in magazines.  
ad they are writers for  
decide on a name for the  
each will write an  
magazine on something  
or interested in.  
appropriate cover.  
commercial artists.  
The magazine would  
without a series of  
Each creates a new  
illustrated in the  
it is ready to be

Paper, crayons,  
paste, colored  
paper

To help the children understand that it  
takes many people doing many different  
jobs, with many different talents to  
produce a publication.

at Left End pg. 109-137  
sents an unusual  
proving the fact that  
do any job they really  
ve the class name some  
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t were usually originally  
he same for men's jobs  
e womens' work. Example:  
men primary teachers,

Newspapers and  
magazines

Children will discover that no job  
has a sex qualification.

PUPIL ACTIVITIESGOAL STATEMENTS

4. Mystery Guest at Left End pg. 109-137  
Students find pictures and articles in magazines or newspapers telling about women doing unusual jobs and compile this into a Bulletin Board display. Boys could do a bulletin board on mens' jobs that used to be women's work.

5. A House of Aquanauts pg. 138-139  
Children can research and discuss the fairly new field of oceanography. "Oceanographers In Action."  
Good point for discussion here would be, could I adapt to working in this environment? What complications could arise that might bother me?  
Example: Isolation, cramped quarters.

6. Jazz pg. 158-166  
Obtain a record of Louis Armstrong's.  
a. Discuss jobs that are available in the field of music.  
b. Do not forget the Armed Services and the manufacturing of instruments.  
c. A student who takes instrumental music lessons could demonstrate a particular instrument and explain how it works, proper care of the instrument, its cost.

7. His Majesty, the Peasant pg. 173-184  
Discuss modern innkeepers, motels, and hotels, and the jobs available in these areas.

Children will become in which they would p

Children will become opportunities in the

Children will become in hotels and motels.

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-166  
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lar instrument and explain  
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ent, its cost.

the Peasant pg. 173-184  
rn innkeepers, motels, and  
the jobs available in these

GOAL STATEMENTS

Children will become aware of conditions  
in which they would prefer to work.

Children will become aware of job  
opportunities in the field of music.

Children will become aware of jobs  
in hotels and motels.

PUPIL ACTIVITIESGOAL STATEMENTS

7. His Majesty, the Peasant pg. 173-184
  - a. Compose a class list of jobs available at hotels and motels.
  - b. Each child may rank 3 of them in order of job preference.
  - c. Select a small group to role-play the jobs listed.
8. Two Weeks Old and On His Own pg. 206-215  
 Contrast this story to Eighteen Years and On Our Own. Children should realize that school years are a preparation to face the world on their own. Emphasize that learning by experience and past mistakes are a part of growing up.
9. Camel In the Sea pg. 240-264  
 Initiate a discussion about older trades such as blacksmithery, and shipbuilding. Compare these vocations now and 100 years ago (ex. assembly line).

Children will realize schooling, they were their parents for the

Children will realize compulsory education, prepared by parents

Assign students to find out what their parents do for a living: then draw a picture of the parent at work along with a paragraph describing the parent's job. In place of the picture, the child could make a disrama using a shoebox and showing their parent at work, or they could make a finger puppets.

Children will become performed by their pa

IESGOAL STATEMENTS

the Peasant pg. 173-184  
a class list of jobs available  
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ne parent at work along  
raph describing the parent's  
ce of the picture, the child  
disrama using a shoebox and  
r parent at work, or they could  
r puppets.

Children will realize that before formal  
schooling, they were being prepared by  
their parents for their future occupation.

Children will realize that before  
compulsory education, children were  
prepared by parents for future occupations.

Children will become aware of the work  
performed by their parents or guardians.

PUPIL ACTIVITIESMATERIALGOAL STATEMENTS

10. The Case of the Mysterious Tramp  
pg. 284-295.

- a. Discuss personality characteristics of a detective or policeman.
- b. Detective game:  
a child leaves the room  
the class chooses a child  
they will describe  
the child that has left the  
room-returns and begins  
listening to members of the  
class describe the selected  
person the child who has  
returned decides whom is being  
described.

Books:  
Let's Find Out About  
Policemen.  
Read About the Policeman  
You Visit a Police Station

Filmstrip:  
141 Our Police Department

Children will become  
and detectives must



ES

MATERIALGOAL STATEMENTS

e Mysterious Tramp

personality charac-  
of a detective or

game:

eaves the room

chooses a child

describe

that has left the

rms and begins

to members of the

cribe the selected

e child who has

decides whom is being

Books:

Lets' Find Out About

Policemen.

Read About the Policeman

You Visit a Police Station

Children will become aware that policemen

and detectives must be good observers.

Filmstrip:

141 Our Police Department

# READING -- GRADE 3

## FIELD TRIPS

1. Saalfeld Book Company
2. Akron Beacon Journal
3. Post Office
4. Your own school secretary and principal (How they use what they learned in language arts.)
5. Neighborhood Library
6. A department store or a neighborhood grocer. (How they use what they learned in language arts.)

## FILM STRIPS

- FS 1186 Manners in Public  
 FS 1187 Manners at School  
 FS 1188 Manners When Visiting  
 FS 437 How We Communicate With Each Other  
 FS 296 Using Language Correctly  
 FS 477 The Librarian  
 FS 490 The Milkman  
 SFS 268 Robert Goes Shopping

Community Helpers Series  
 A Visit to the Library  
 Special Delivery (Post Office)  
 Oldest in my Class (teacher)  
 Taking a trip With a Book  
 How to Read a Newspaper  
 What Is a President?  
 What Is a Mayor?  
 What Is a Congressman?

Living On Mans' Earth Series  
 At work In the City  
 Living In Our Community  
 In Many Communities

Knowing Our School (SVE)  
 Father Works  
 Mother Works, Too

## BOOKS

At The  
 At The  
 At the  
 You Vi  
 You Vi  
 You Vi  
 You Vi  
 How Se  
 How Sch  
 How We  
 How Cor  
 How Pr  
 How Ru  
 How Ou  
 What D  
 Come t  
 T.V.

27

28

# READING - GRADE 3

## FILM STRIPS

k Company  
 Journal  
 ol secretary and  
 w they use what  
 in language arts.)  
 Library  
 store or a neighborhood  
 y they use what they  
 nguage arts.)

FS 1186 Manners in Public  
 FS 1187 Manners at School  
 FS 1188 Manners When Visiting  
 FS 437 How We Communicate  
     With Each Other  
 FS 296 Using Language Correctly  
 FS 477 The Librarian  
 FS 490 The Milkman  
 SFS 268 Robert Goes Shopping

Community Helpers Series  
     A Visit to the Library  
     Special Delivery (Post Office)  
     Oldest in my Class (teacher)  
     Taking a trip With a Book  
     How to Read a Newspaper  
     What Is a President?  
     What Is a Mayor?  
     What Is a Congressman?

Living On Mans' Earth Series  
     At work In the City  
     Living In Our Community  
     In Many Communities

Knowing Our School (SVE)  
     Father Works  
     Mother Works, Too

## BOOKS

At The Library - Colonuis  
 At The Post Office - "  
 At the Railroad Station -  
     Colonuis  
 You Visit A Newspaper (Meshover)  
 You Visit A T.V. Station "  
 You Visit A Post Office "  
 You Visit A Telephone Co. "

How Series:  
 How Schools Help Us (Mecher)  
 How We Get Our Mail (McCall)  
 How Communication Helps Us  
     (McCabe)  
 How Printing Helps Us "  
 How Rules and Laws Help Us  
     (Stanek)  
 How Our Government Helps Us  
     (Stanek)

What Do People Do All Day?  
 Come to Work With Us At a  
     T.V. Station

OBJECTIVES:

1. To develop an awareness of occupations as they relate the problems of using the natural resources of the earth.
2. To create an understanding of the dependency of people and their vocations upon the earth's resources.

CONCEPTS:

1. The water shortage in California created many jobs.
2. Jobs can change in urban and rural areas.
3. Changes in population growth can create problems which create new job areas and make others obsolete.

## UNIT: FINDING NATURAL RESOURCES

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
1. Children suggest a list of jobs and teacher writes each on a slip of paper. A child draws one out of a box and tells on what natural resource that job depends for existence.	Box and paper	Children will list jobs with which they are familiar on which they depend.
2. Discuss all the workers involved in the making of maps. (Surveyor, cartographer, etc.) Make and plan a map of how each child walks to school.	Overhead of a simple neighborhood map. Paper.	Children will be able to identify workers involved in making a map. Children will read a map.
3. Hold class election for president. Discuss all jobs involved. (Registrar, mailmen, precinct workers, campaign managers, printers, radio and T.V. announcers, ad writers) Children role-play these workers before and during election.	Paper, crayon, newspaper. Invite a speaker who is a candidate for election.	Children will be able to identify jobs and role play.
4. Show a map of Akron and surrounding counties. Point out where Akron gets its water supply. List the workers that might be needed (meter readers, billing dept. etc.) by the water department. Remember the jobs in recreation created by this need. (Park Rangers, landscapers, restroom custodians, etc.)	Map of Akron Speaker from the water department or a meter reader	Children will be able to identify different jobs involved in water supply.

## UNIT: FINDING NATURAL RESOURCES

GOALS AND  
ACTIVITIES

Prepare a list of jobs and  
place each on a slip of  
paper. Child draws one out of a  
hat and says on what natural  
resource the job depends for

List the workers involved  
in making a map. (Surveyor,  
etc.) Make and plan  
each child walks to

Prepare election for president.  
List jobs involved.  
List mailmen, precinct  
campaign managers, printers,  
radio announcers, ad writers)  
Role-play these workers  
during election.

Map of Akron and surrounding  
area. Point out where Akron  
gets water supply. List the  
equipment that might be needed (meter  
reading dept. etc.) by the water department.  
List jobs in recreation  
and their need. (Park Rangers,  
restroom custodians, etc.)

REFERENCES AND MATERIALS

Box and paper

Overhead of a simple  
neighborhood map.  
Paper.

Paper, crayon, newspaper.  
Invite a speaker who is a  
candidate for election.

Map of Akron  
Speaker from the water  
department or a meter reader

GOAL STATEMENTS

Children will be able to match  
jobs with the natural resources  
on which the jobs depend.

Children will be able to list  
workers involved in making a  
map. Children will be able to  
read a map of their neighborhood.

Children will be able to list  
and role play election workers.

Children will be able to list  
different kinds of work  
involved in Akron's water supply.

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
5. Following any field trip, children can be divided into groups. Each group creates a mural. The best mural gets a blue ribbon and may be displayed in the hall.	Brown paper, paints, chalk or crayons.	Children will create pictures illustrating their experiences.
6. Children make posters. Find magazine pictures of jobs using a particular natural resource.	Tag Board. Magazine Pictures.	Children will identify jobs directly related to the environment.
7. Make a large mural of a mine showing workers at different levels. Children can then write stories about how they might feel as a mine worker at the bottom of a shaft. (Can't see the sun or breathe fresh air). Discuss would this be your kind of job?	Paint or crayons Brown paper	Children will describe some of the duties of a mine worker.
8. Create a bulletin board about on workers involved in bread production. (Farmer, truck drivers, flour mill, bakery, stores, etc.) Each step can be placed on a large piece of paper shaped like a piece or loaf of bread. (Any food item could be used.)	Invite a county agricultural agent or farmer as a speaker.	Children will identify many services provided by people who reach the consumer.
9. Pupils may dramatize a series of scenes depicting the troubles a Hazelton miner's family might have experienced when father lost his job. (Develop the idea that many people are involved in the field of rehabilitation.)	Invite as a speaker anyone who has had experience working in a mine.	Children will understand that the loss of a job may result in the need of job rehabilitation workers.

CH AND  
ITIESREFERENCES AND MATERIALSGOAL STATEMENTS

field trip, children  
into groups. Each  
a mural. The best  
blue ribbon and may  
in the hall.

Brown paper, paints, chalk  
or crayons.

Children will be able to draw  
pictures illustrating their  
experiences on a field trip.

posters. Find  
res of jobs using  
atural resource.

Tag Board.  
Magazine Pictures.

Children will be able to list  
jobs directly or indirectly  
related to our natural  
environment.

ural of a mine showing  
ferent levels.  
hen write stories about  
feel as a mine worker  
of a shaft. (Can't see  
athe fresh air). Discuss  
your kind of job?

Paint or crayons  
Brown paper

Children will be able to state  
some of the hardships of a mine  
worker.

tin board about on  
ed in bread production.  
drivers, flour mill,  
, etc.) Each step can  
large piece of paper  
piece or loaf of bread.  
could be used.)

Invite a county  
agricultural agent or  
farmer as a speaker.

Children will be able to list  
many services which are performed  
by people before a product  
reaches the consumer.

matize a series of  
ng the troubles a  
's family might have  
en father lost his job.  
idea that many people are  
e field of rehabilitation.)

Invite as a speaker anyone  
who has had experience  
working in a mine.

Children will be able to under-  
stand that scientific developments  
may result in job loss and/or  
need of job retraining for some  
workers.



<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
10. Supply and demand role play. Children role play a skit about a man who earned his living making wagon wheels. Then the automobile became popular, and he had to find a new job. Compare this with coal being replaced by oil or natural gas.		Children will understand how problems in
11. Children may write what they think would happen in Akron if someone developed cars and trucks that did not use tires.		Children will understand the effects of change in a city.
12. Develop a natural resource chart. List the natural resources, where they are found, and the people who use them.		Given a group, children will be able to identify natural resources and occupations.
13. Children and teacher collect pictures of animals. Determine which animals can be called natural resources and why. (eg. elephant-ivory, cow-milk, sheep-wool)	Magazines Coloring books.	Children will understand how man depends on
14. Children may make a map of California using a key and putting in cities, mountains, deserts, and canals.	Paper, crayons	The children will understand the importance of a cartographer.

TEACH AND  
ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

mand role play.  
play a skit about  
med his living  
wheels. Then the  
came popular, and  
d a new job. Compare  
ll being replaced by  
ll gas.

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in Akron if someone  
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ural resource chart.  
ral resources, where  
d, and the people who

teacher collect pictures  
Determine which animals  
natural resources and  
elephant-ivory, cow-milk,

make a map of California  
nd putting in cities,  
serts, and canals.

Magazines  
Coloring books.

Paper, crayons

Children will be able to under-  
stand how progress can cause  
problems in many occupations.

Children will be able to list  
the effects of a technological  
change in a major industry on  
the city.

Given a group of pictures of  
natural resources, each child  
will be able to associate many  
occupations with the natural  
resource.

Children will be able to state  
how man depends upon animals.

The children will become aware  
of a cartographer's job.

## UNIT: USING NATURAL RESOURCES IN THE CITY

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
1. Creative Writing (If I Were the Mayor) Children may write what they would do or change if they were the mayor. Then draw themselves as the mayor.	Crayons, pencil, paper	The learner responsibility community.
2. Create a bulletin about trees, a natural resource, from seedlings to use in a house. Include workers, such as lumberjacks, mill workers, truck drivers, train workers, carpenters, etc.	Magazine pictures, construction paper, scissors, crayons, paints	Children ca involved wi be able to dependence
3. Make an appointment with the custodian to visit the school's heating plant. Ask the custodian to explain and do some of his work tasks. Children may ask previously prepared questions. Later children may write about the importance of the custodian's work.		Children wi some of the custodian a his importa
4. Develop a bulletin board with news articles of people in the World of Work. Children may bring in articles.	Magazines, Weekly Reader, Newspaper.	Children wi the variety in the news
5. Dress dolls to represent people who work for the city. (eg. Nurse, doctor, policemen, teacher) This may be done at home and brought to class for a parade of dolls.	Barbie dolls, Ken dolls, G.I. Joe dolls, Scrap materials, needle, thread.	Children wi the worker clothing.
6. Pupils may find out about workers who take care of nearby swimming pools.		The learner awareness o to facilitat

## UNIT: USING NATURAL RESOURCES IN THE CITY

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ng (If I Were the Mayor)  
rite what they would do  
hey were the mayor.  
selves as the mayor.

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ce, from seedlings  
use. Include workers,  
jacks, mill workers,  
train workers,  
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prepared questions.  
may write about the  
the custodian's work.

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n may bring in articles.

represent people who  
ity. (eg. Nurse, doctor,  
cher) This may be done  
ought to class for a  
s.

ad out about workers  
of hearby swimming

REFERENCES AND MATERIALS

Crayons, pencil, paper

Magazine pictures,  
construction paper,  
scissors, crayons, paints

Magazines, Weekly Reader,  
Newspaper.

Barbie dolls, Ken dolls,  
G.I. Joe dolls, Scrap  
materials, needle, thread.

GOAL STATEMENTS

The learner will understand the  
responsibility of a job in the  
community.

Children can list workers  
involved with lumber and will  
be able to discuss the inter-  
dependence of construction workers.

Children will be able to list  
some of the work tasks of the  
custodian and will understand  
his importance to the school.

Children will become aware of  
the variety of jobs mentioned  
in the news.

Children will be able to identify  
the worker with his typical work  
clothing.

The learner will develop an  
awareness of people working  
to facilitate recreation.

TEACHER APPROACH AND  
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

7. Develop a chart of the different job done by the children's parent. Determine from a ditto sent home for parents to complete which parents use machines or special equipment in their work.
8. New children in the class may tell things the mover did when they were moving. They may also write experience stories. Invite a worker from a moving company to speak to the class.
9. Children may write about either of the following situations:
  - a. What kind of a society would we have if all workers produced goods?
  - b. What kind of a society would we have if all workers performed services?
10. Children make a mobile of workers who perform a service and those who produce products. Be sure the mobile balances.
11. Dramatize the dependency of workers. Children roleplay a situation as follows: Mr. Williams, the butcher, discovers his automobile tire is flat. He calls the service station attendant who arrives to repair the tire. Later, on his way home from work, the service attendant stops to purchase meat from Mr. Williams.

Teacher developed ditto questionnaire to be taken home by each child.

Hanger, thread, pictures

Children will know four jobs or special

Children will know one service

Children will differentiate work and those who

Given a list children will know whether the product or

Children will understand the workers in

ACH AND  
ITIES

part of the different job  
children's parent.  
a ditto sent home for  
complete which parents  
or special equipment in

In the class may tell  
ever did when they were  
may also write experience  
ate a worker from a  
to speak to the class.

write about either of the  
ations:

l of a society would we  
all workers produced

l of a society would we  
all workers performed

a mobile of workers who Hanger, thread, pictures  
vice and those who produce  
sure the mobile balances.

dependency of workers.  
play a situation as follows:  
the butcher, discovers his  
ce is flat. He calls the  
on attendant who arrives  
tire. Later, on his way  
t, the service attendant  
ase meat from Mr. Williams.

REFERENCES AND MATERIALS

Teacher developed ditto  
questionnaire to be taken  
home by each child.

GOAL STATEMENTS

Children will be able to name  
four jobs that require machines  
or special equipment.

Children will be able to recognize  
one service worker in the community.

Children will be able to differ-  
entiate workers who produce goods  
and those who render services.

Given a list of community workers,  
children will be able to state  
whether the work involves a  
product or a service.

Children will be able to under-  
stand the interdependency of  
workers in a community.

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
12. Using the Help Wanted section of the classified advertisements in the daily newspaper, children determine whether the jobs described involve a product or a service. Children, also, try to determine work and education qualifications for each job.	Classified section of a newspaper.	Children will differentiate jobs by product or
13. Children draw pictures about a field trip. Make a large revolving wheel showing each step of a field trip. Each section when turned reveals a picture through a cut out window. Children can retell their experience to another class.	Cardboard or tagboard and a spread pin. Make two large circles - one has pictures, about the other a cut out window. Paper, crayons.	The child will experience a field trip
14. Children role play Chamber of Commerce members and tell a prospective family why Akron would be a good place to make a living.		The learner will list five jobs and a prospective resident

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Wanted section of the  
ertisements in the daily  
children determine whether  
lbed involve a product  
Children, also, try to  
and education qualifi-  
ch job.

pictures about a field  
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tell their experience  
ss.

play Chamber of Commerce  
il a prospective family  
d be a good place to

REFERENCES AND MATERIALS

Classified section of a  
newspaper.

Cardboard or tagboard  
and a spread pin. Make  
two large circles - one  
has pictures, about the  
other a cut out window.  
Paper, crayons.

GOAL STATEMENTS

Children will be able to differ-  
entiate jobs which involve a  
product or a service.

The child will be able to relate  
experience workers observed on  
a field trip.

The learner will be able to list  
five jobs for which the pros-  
pective resident might apply.



## UNIT: USING NATURAL RESOURCES WISELY

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
1. Collect the litter from the playground and display it conspicuously in the hall.		Children will not misuse of the
2. Children may write a letter to the local air pollution engineer requesting information about his duties and his assistants, if any.	Paper, envelope, stamp	If the letter will be able to inform the air pollution assistants.
3. Pupils may construct a bulletin board to show how water can be used wisely or unwisely. Then write one sentence under each drawing or picture about a worker that may be involved.	Magazines, manila paper etc.	The learner will know how the Worker is responsible for the environment.
4. Determine which industries in the city are making progress in cleaning up the environment. Send them thank you letters in appreciation.	Check newspaper stories, paper, envelope and stamp.	The learner will know workers who are cleaning the environment.
5. Role play a city council meeting. Pretend that some industry is violating the anti-pollution code. What can we do?		The learner will know workers who are cleaning the environment.

## UNIT: USING NATURAL RESOURCES WISELY

ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

Collect litter from the playground  
and place it conspicuously in the

Children will become aware of one  
misuse of their environment.

Write a letter to the  
pollution engineer  
for information about his  
duties and assistants, if any.

Paper, envelope, stamp

If the letter is answered, children  
will be able to list work tasks of  
the air pollution engineer and his  
assistants.

Construct a bulletin board  
showing how water can be used wisely

Magazines, manila paper etc.

The learner will become aware of  
how the World of Work is respon-  
sible for good and bad usage of  
the environment.

Then write one sentence  
describing a drawing or picture about  
how water may be involved.

List industries in the city  
and progress in cleaning up the  
city. Send them thank you  
expressions of appreciation.

Check newspaper stories,  
paper, envelope and stamp.

The learner will appreciate  
workers who help keep our  
environment clean.

Attend city council meeting.  
Find out if some industry is  
violating the anti-pollution code.  
What can be done?

The learner will become aware of  
workers who carry the respon-  
sibility of keeping our environ-  
ment clean.

## UNIT: OUR NATION'S CAPITOL

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
1. On the board, list different jobs that can be found in Washington, D.C. Children select a job they would like to do, draw a picture of the worker, and tell why they would like that job.	Paper, pencil, crayons	The learner jobs that a running the
2. Discuss the importance of printing to our nation. (eg. Passing new laws, newspapers, correspondence)		Children w three ways to the cour
3. Develop a list of workers at a news- paper or printing company. Select three workers and have children rank them in the order of the job they would like best, second best, and least. Also, children can rank the jobs in other orders (hardest job to do, job which would be most satisfying, etc.)	Paper and pencil	The learner printing pr ence on it
4. Children may bring pictures of Washington, D.C. Discuss buildings (eg. capitol, monuments, museums) Children tell jobs which are involved in each (eg. maids, congressmen, pages) Hang pictures on board or bulletin board.	Magazines, Travel Brochures, newspapers	Children w five jobs u

## UNIT: OUR NATION'S CAPITOL

GOALS AND  
ACTIVITIES

, list different jobs that  
in Washington, D.C.  
select a job they would like  
a picture of the worker,  
they would like that job.

importance of printing to  
(eg. Passing new laws,  
correspondence)

list of workers at a news-  
printing company. Select  
jobs and have children rank  
order of the job they  
best, second best, and  
; children can rank the  
r orders (hardest job  
which would be most  
etc.)

bring pictures of  
D.C. Discuss buildings  
, monuments, museums)  
all jobs which are involved  
(maids, congressmen, pages)  
post on board or bulletin

REFERENCES AND MATERIALS

Paper, pencil, crayons

Paper and pencil

Magazines, Travel Brochures,  
newspapers

GOAL STATEMENTS

The learner will become aware of  
jobs that are connected with  
running the country.

Children will be able to list  
three ways printing is important  
to the country.

The learner will understand the  
printing process and our depend-  
ence on it.

Children will be able to list  
five jobs unique to Washington, D.C.

SPEAKERS

1. A candidate for election.
2. A local county agricultural agent or farmer.
3. Someone from Akron's Water Department or a meter reader.
4. Someone from Mogadore Dam or West Brand Reservoir.
5. Speaker from the Jewish Center to talk about workers needed to develop a new area, such as Israel.
6. A parent or anyone who has had experience working in a mine.
7. A Farm machinery dealer to explain the operation of machinery, factories where they are made, and the workers involved.
8. Speaker from Akron's Sanitation Department.
9. Speaker from Highway Patrol or local Police Department to explain traffic problems of the area and the jobs people do to help traffic control.
10. Speaker from urban renewal projects.
11. Interview or have a speaker from a moving company tell about his job of moving people.
12. Speaker from the Chamber of Commerce to explain why our city which sell services produce goods.
13. Construction worker he uses in his work.
14. Cafeteria or lunch her job in the cafe.

or election.

agricultural agent or farmer.

Kron's Water Department or a

Logadore Dam or West Brand

the Jewish Center to talk about  
to develop a new area, such

anyone who has had experience  
mine.

ery dealer to explain the operation  
factories where they are made, and  
involved.

Kron's Sanitation Department.

Highway Patrol or local Police  
explain traffic problems of  
the jobs people do to help  
pl.

urban renewal projects.

have a speaker from a moving  
about his job of moving people.

12. Speaker from the Chamber of Commerce to  
explain why our city needs companies  
which sell services and companies which  
produce goods.

13. Construction worker to show the tools  
he uses in his work.

14. Cafeteria or lunch lady to tell about  
her job in the cafeteria.

FIELD TRIPS

1. City Reservoir
2. City Sewage Plant (Botzum)
3. The Port of Cleveland
4. A local lumber yard
5. Tour urban renewal area (Metropolitan Housing)
6. County Courthouse (Just to observe the workers  
in different offices)
7. Take a walk through Mogadore Reservoir or  
West Branch Reservoir
8. Call's Farm
9. Acme Plastics
10. Davey Tree Farm
11. Massey-Ferguson
12. Cleveland Zoo
13. Lawson Milk Company
14. A canal lock
15. Post Office

FILMS

Supplied by Akron Board of Educa

- |      |                                |
|------|--------------------------------|
| 5106 | American Farmer                |
| 158  | Citrus Culture                 |
| 724  | The City                       |
| 1621 | Communities Keep Clean         |
| 508  | The Community Airport          |
| 1198 | The Sanitation Department      |
| 491  | Community Service              |
| 773  | Conservation for Beginners     |
| 1240 | Dairy Farm to the Doctor       |
| 1122 | Electricity and How It Works   |
| 79   | Going to School Is Fun         |
| 1253 | Lets' Visit a Shopping Center  |
| 1034 | Making Work Easier             |
| 1555 | My City                        |
| 57   | New House - Where It Came From |
| 1409 | Ship Need a Harbor             |
| 274  | Truck Transportation           |
| 48   | What Our Town Does For Us      |
| 5145 | Silver                         |
| 746  | Wholesale Produce Market       |
| 747  | Wholesale Produce Market       |

FILMS

Supplied by Akron Board of Education

nt (Botzum)

eland

yard

wal area (Metropolitan Housing)

se (Just to observe the workers  
in different offices)ough Mogadore Reservoir or  
ervoir

pany

5106	American Farmer
158	Citrus Culture
724	The City
1621	Communities Keep Clean
508	The Community Airport
1198	The Sanitation Department
491	Community Service
773	Conservation for Beginners
1240	Dairy Farm to the Door
1122	Electricity and How It Is Made
79	Going to School Is Your Job
1253	Lets' Visit a Shopping Center
1034	Making Work Easier
1555	My City
57	New House - Where It Comes From
1409	Ship Need a Harbor
274	Truck Transportation on the Long Haul
48	What Our Town Does For Us
5145	Silver
746	Wholesale Produce Market I
747	Wholesale Produce Market II



FILM STRIPS

Supplied by Akron Board of Education

FS1195 Airplanes

FS1200 Boats and Ships

FS31 Building a House

FS1198 Buses

FS1197 The Freight Train

FS1698 Going Places

FS1440 Story of Iron and Steel

FS586 The Story of Leather

FS585 The Story of Rubber

FS683 The Story of West Coast Lumber

FS1199 Trucks

FS265 The Tugboat Has A Job

FS1341 Working on the Railroads

FILM

Akron Public Library

Steelmaking Today - Miners, indus  
(28 min. G.)FILMSTRIPS

Akron Public Library

Workers for Public Welfare (9 str)

1. Teachers
2. Fire Fighters
3. Librarians
4. Policemen
5. Postal Workers
6. Playground workers
7. Sanitation workers
8. Social workers
9. Transportation

FILM

Board of Education

Akron Public Library

Steelmaking Today - Miners, industrial workers  
(28 min. C.)

hips

House

FILMSTRIPS

Akron Public Library

Workers for Public Welfare (9 strips)

Train

1. Teachers

s

2. Fire Fighters

on and Steel

3. Librarians

f Leather

4. Policemen

f Rubber

5. Postal Workers

f West Coast Lumber

6. Playground workers

7. Sanitation workers

Has A Job

8. Social workers

the Railroads

9. Transportation

BOOKS

You Visit a Clothing Factory - Meshover  
How Schools Help Us - Hoge  
How People Live In the Big City - Stanek & Johnson  
How Rules and Laws Help Us - Stanek  
How Our Government Helps Us - Stanek  
How People Live in the Suburbs - Stanek  
How We Use Maps and Globes - Stanek  
What Do People Do All Day?  
Truck Drivers - What Do They Do?  
Let's Go To a Police Station  
Let's Go Watch a Building Go Up  
Let's Go To a Sanitation Department  
Busy Office - Busy People  
News Travel  
Clean Streets, Clean Water, Clean Air  
A Trip Through A School  
First Book of Markets - Bendick  
Pictures - Modern Workers

Set 1 - 2

Home and Community Helpers  
School and School Helpers - Teaching Pictures  
Children and the Law - Teaching Pictures

OBJECTIVES:

1. To develop an awareness of the importance of teamwork and cooperation.
2. To develop an appreciation of the many people whose job it is to see that we have a large variety of foods and how they are prepared.
3. To develop an awareness of the necessity of good grooming and health practices related to success in life.
4. To become aware of individual differences in people that will ultimately effect choice of vocation.
5. To develop an appreciation of the senses as a definite asset to a future job.
6. To become aware of the role that safety plays in the World of Work.

CONCEPTS:

1. It is important to be considerate of others with whom you are working.
2. Healthy people try to do their best within their abilities.
3. Habits can help or hinder us in doing our job.
4. A well-groomed person will be hired sooner than a poorly groomed person.
5. Many industries have safety programs and safety awards.
6. People can work better together if friendly discussion replaces heated arguments.

## UNIT 1 - FAMILY

TEACHER APPROACH AND  
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENT

1. Draw three pictures, One of family cooperation, school cooperation, and job cooperation. Explain how the first step leads to the next. Children write a paragraph about how they cooperate at home. Write another paragraph on how they cooperate at school. Write another about some job and the need to cooperate. Combine all these into a scrapbook to be placed on the library table for all to share.

Paper, crayons, pencils, scrapbook.

Encyclopedia

newsprint and paste

Box, Pencil, Paper

Children will all people together, completed and have been.

2. Suggest someone find out what a genealogist is and report to the class.

Children will to accomplish and well; with others

3. Conduct a classroom experiment.
  - a. First day assign one child all of the classroom duties.
  - b. Second day assign several children the classroom duties by telling them to try to do each duty at the same time.
  - c. Third day assign several other children the classroom duties to work together.
  - d. Fourth day - discuss what happened the previous days.
  - e. Discuss these questions:
    - On what day did the work go more smoothly?
    - On which day was less time used to do the duties?
    - On which day were the people happier at their work?

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## UNIT 1 - FAMILY

TEACH AND  
DUTIES

atures, One of family  
school cooperation, and  
on. Explain how the  
ads to the next.  
a paragraph about how  
ce at home.  
paragraph on how they  
school.  
about some job and the  
rate.  
ese into a scrapbook to  
the library table for all

he find out what a  
s and report to the

ssroom experiment.  
y assign one child all of  
ssroom duties.  
y assign several children  
ssroom duties by telling  
try to do each duty at the

y assign several other  
the classroom duties to  
ether.  
y - discuss what happened  
ous days.

these questions:  
day did the work go more  
?  
n day was less time used  
ne s?  
n the people  
a work?

REFERENCES AND MATERIALS

Paper, crayons, pencils,  
scrapbook.

Encyclopedia

newsprint and paste

Box, Pencil, Paper

GOAL STATEMENTS

Children will realize that if  
all people on a job do not pull  
together, the task might not be  
completed as well as it could  
have been.

Children will understand that  
to accomplish any job quickly  
and well; we must cooperate  
with others.

Children will discover that  
good organization and cooperation  
will make most jobs easier and  
more quickly completed.

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
4. Children may draw a family tree and show the job that each member had or has.		Children will identify each family member and many occupations.
5. Have a pet peeve box: discuss how conflicts can be avoided, corrected or eliminated on family relationships and then expand idea the business situation.		Children will stand up for their rights, work with others, and be tolerant.

ACH AND  
ITIESREFERENCES AND MATERIALSGOAL STATEMENTS

Draw a family tree and  
that each member had

ve box: discuss how  
be avoided, corrected  
on family relationships  
ad idea the business

Children will discover that within  
each family we have examples of  
many occupations.

Children will develop the under-  
standing that when we live and  
work with others - we must learn  
to be tolerant of each other.



## UNIT 2 - FOOD

TEACHER APPROACH AND  
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENT

- |   |  |   |
|---|--|---|
| <p>1. Children make posters of the people who work to help us keep good, healthy food on the table. These posters could be posted around the school.</p>  | <p>Marker pen, Manilla paper, crayons, paints, colored paper magazines to cut up</p>   | <p>Children will help people or workers in helping eat.</p>               |
| <p>2. Create an advertisement for an original food product and be sure to make it so appealing people will want to buy it. (Commercial artist) must be creative.</p>  | <p>Supply a ditto if wanted like the following:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Picture . . . . .</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <p style="text-align: center;">Lines for writing</p> | <p>Children will use talent and talent of advertizing some commercial</p> |
| <p>3. To learn about the job of a dietician, have one child each day plan a good breakfast, lunch and dinner being sure to use all the food groups. They can either draw the pictures of each meal or cut out of the magazines or use the food models that are distributed out of the Dairy Council. The children evaluate each meal for proper nutrition. The child is called the Chef of the Day.</p> | <p>Crayons, Manilla folder, Magazines, Dairy Council food models.</p> <p>Have a chef's hat made out of crepe paper for a child to wear or obtain a real one if possible.</p>   | <p>Children will learn the job of a dietician World of Work</p>           |
| <p>4. Develop Charts of the processes that certain foods go through in processing or preserving. Show workers involved in drawings.</p>   | <p>Large chart paper.</p>  | <p>Children will learn workers that produce food</p>                      |

## UNIT 2 - FOOD

CH AND  
LIESREFERENCES AND MATERIALSGOAL STATEMENTS

posters of the people  
help us keep good, healthy  
people. These posters could  
and the school.

Marker pen, Manilla paper,  
crayons, paints, colored paper  
magazines to cut up

Children will realize that many  
people or workers are involved  
in helping us have good food to  
eat.

advertisement for an original  
and be sure to make it so  
people will want to buy it.  
(artist) must be creative.

Supply a ditto if wanted like  
the following:

Children will realize the effort  
and talent that go into the field  
of advertising and to evaluate  
some commercials they see.

<p>Picture . . . . .</p> <hr/> <hr/> <hr/> <hr/>
--

Lines for writing

the job of a dietician,  
each day plan a good  
lunch and dinner being sure  
of food groups. They can  
draw pictures of each meal  
from the magazines or use the  
pictures that are distributed out of  
the box. The children evaluate  
proper nutrition. The child  
Chef of the Day.

Crayons, Manilla folder,  
Magazines, Dairy Council food  
models.

Have a chef's hat made out of  
crepe paper for a child to  
wear or obtain a real one if  
possible.

Children will become aware of  
the job of dietician in the  
World of Work.

of the processes that  
go through in processing  
Show workers involved

Large chart paper.

Children will become aware of  
workers that are involved in  
producing food products.

TEACHER APPROACH AND  
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENT

5. Role play: Child pretends he is a food item and tell his life story along with the many workers he comes in contact with.

Children will  
workers that  
producing food

CH AND  
TIES

ild pretends he is a  
tell his life story  
many workers he comes  
h.

REFERENCES AND MATERIALSGOAL STATEMENTS

Children will become aware of  
workers that are involved in  
producing food products.

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## UNIT 3 - GROWING

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
1. Children may discuss whether the size of a person effects his selection of a vocation. Example: Heavy weight boxer, Soldier (has a limit on height), Air Line Hostess, Jockey etc.)	Construction paper, Pictures, Inquire from parents and friends. Can also make phone calls to police and fire dept. etc.	Children will be many factors into helping occupation.
2. Have a child interview the physical education teacher on factors that promote good health. Children develop some questions ahead of time. The interviewer can report back to class.	You could have a paper with the questions written on it and a large space to record the answers.	Children will health is v success in
3. Discuss how future vocations can depend on good health and coordination.		Children will they are do going to he succeed in
4. The children may play "Who Am I" using health workers. Example: I sit on a chair and watch people swim. I teach them to be safe in water. Who am I?		Given a per could ident jobs and te on that job keeping us
5. Children may draw or paste a picture of themselves in the middle of a large sheet of construction paper and paste pictures of people who have helped them stay healthy around the edge. a. They can caption the paper, "Some workers help me stay healthy." b. They could also draw some of them.		Given a per could ident jobs and te on that job keeping us

## UNIT 3 - GROWING

ACH AND  
ITIESREFERENCES AND MATERIALSGOAL STATEMENTS

discuss whether the size  
effects his selection of  
example:  
boxer, Soldier (has a  
ht), Air Line Hostess,

Construction paper, Pictures.  
Inquire from parents and  
friends. Can also make phone  
calls to police and fire dept.  
etc.

Children will realize that there  
are many factors that will enter  
into helping them select an  
occupation.

interview the physical  
teacher on factors that  
affect health. Children develop  
ahead of time. The  
report back to class.

You could have a paper with the  
questions written on it and a  
large space to record the  
answers.

Children will realize that good  
health is very important for  
success in the World of Work.

future vocations can  
affect health and coordination.

Children will realize that what  
they are doing at school is  
going to help them enter and  
succeed in the World of Work.

may play "Who Am I"  
workers. Example:  
hair and watch  
I teach them  
in water. Who am I?

Given a period of time a child  
could identify perhaps ten  
jobs and tell what people do  
on that job concerned with  
keeping us healthy.

draw or paste a picture  
in the middle of a  
sheet of construction paper  
pictures of people who  
help them stay healthy  
age.

Given a period of time a child  
could identify perhaps ten  
jobs and tell what people do  
on that job concerned with  
keeping us healthy.

caption the paper,  
workers help me stay

"  
and also draw some of

TEACHER APPROACH AND  
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENT

6. Children can work in committees to develop circular graphs showing the interdependency of health occupations.

Children will  
workers in  
depend upon  
making a st

TEACHING ACTIVITIES

work in committees to  
draw graphs showing the  
variety of health occupations.

REFERENCES AND MATERIALS

GOAL STATEMENTS

Children will understand how  
workers in the health field  
depend upon each other in  
making a sick child well.

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## UNIT 4 - TEETH

TEACHER APPROACH

PUPIL ACTIVITIES

REFERENCES AND MATERIALSGOAL STATEMENT

- |  |  |  |
|--|--|--|
| <p>1. Develop a chart listing as many jobs as the children can think of that involve the teeth. (Dentist, dental hygienist, dental assistant, receptionist, lab technician, tooth powder, paste, and brush manufacturers)</p>  | <p>Chart paper, magazine pictures to decorate and make more appealing.</p> | <p>Children will know the dental profession are more occupational than that of</p> |
| <p>2. Assign a child to find out what an orthodontist does and report this back to the class.</p>  |  | <p>Children will know perhaps another occupation</p>                               |
| <p>3. Role-Play:</p> <p style="padding-left: 20px;">a. Have a child pretend he is a dentist, another an assistant and have another the receptionist.</p> <p style="padding-left: 20px;">b. Act out a visit to the dentist office. (Preferably choose children who might express a desire to work in this field).</p> |  | <p>Children will know the duties and responsibilities of a dentist</p>             |

## UNIT 4 - TEETH

DACH AND  
ITIES

art listing as many jobs  
ren can think of that  
teeth. (Dentist, dental  
tal assistant, recep-  
technician, tooth powder,  
rush manufacturers)

ld to find out what an  
does and report this  
class.

child pretend he is a  
another an assistant  
e another the receptionist.  
a visit to the dentist  
(Preferably choose children  
at express a desire to work  
field).

REFERENCES AND MATERIALS

Chart paper, magazine pictures  
to decorate and make more  
appealing.

GOAL STATEMENTS

Children will realize that in  
the dental health area there  
are more occupations involved  
than that of the dentist.

Children will learn about  
perhaps another unknown  
occupation of dental health.

Children will understand the  
duties and responsibilities  
of a dentist.

## UNIT 5 - MESSENGERS (5 SENSES)

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
1. Assign children to find out what a neurologist, oculist, optometrist's, ophthalmologist does. Report to class.		Children will know the jobs related to the 5 senses.
2. Develop a list of jobs in which you would need near perfect eye sight and hearing. (pilot, surgeon, policeman, etc.) a. Include in the discussion how poor or keen vision could affect job performance.	Chart paper	Children will know some jobs require special training.
3. Assign children write on, "How Did Your Senses Help You On Your Job Today."		Children will know we need to use all our senses to be successful.

## UNIT 5 - MESSENGERS (5 SENSES)

GOALS AND  
ACTIVITIES

Children to find out what a  
oculist, optometrist's,  
st does. Report to class.

List of jobs in which you  
near perfect eye sight  
(pilot, surgeon, police-

in the discussion how  
keen vision could affect  
formance.

Children write on, "How Did  
Help You On Your Job

REFERENCES AND MATERIALS

Chart paper

GOAL STATEMENTS

Children will become aware of  
the jobs related to care of  
the 5 senses.

Children will become aware that  
some jobs require specific  
training.

Children will understand that  
we need to be alert and use  
all our senses to do a job  
successfully.

## UNIT 6 - GROOMING

TEACHER APPROACH AND  
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATE

1. Encourage a child who is interested in interview a model or charm school teacher to find out what she would need to know to become a model. Another girl may arrange an interview with an airline stewardess.
2. Select different children to demonstrate how you would.....
  - a. Care for hand and toe nails.
  - b. Teeth
  - c. Hair and Ears
  - d. Shine shoes
  - e. Proper way to hang up clothes on hangers etc.

Emphasize that this adds to a good appearance and a good impression in obtaining or keeping a job.
3. Role playing:
  - a. Pretend you are interviewing for a job as a waitress.
  - b. Have one girl apply ungroomed and another neatly groomed.
  - c. Ask the class who they would hire to wait on their customers in the dining room.

Children w  
the idea t  
I would li  
prepare my

Children w  
importance  
and it's r  
successful  
successful

Children w  
importance  
and it's r  
successful  
successful

## UNIT 6 - GROOMING

TEACH AND  
ACTIVITIES

child who is interested  
a model or charm school  
find out what she would  
to become a model.  
may arrange an interview  
the stewardess.

ent children to demonstrate  
.....  
hand and toe nails.

Ears  
oes  
ay to hang up clothes  
rs etc.  
t this adds to a good  
d a good impression in  
keeping a job.

you are interviewing for  
a waitress.  
girl apply ungroomed and  
neatly groomed.  
class who they would hire  
on their customers in the  
room.

REFERENCES AND MATERIALSGOAL STATEMENTS

Children will become aware of  
the idea that when "I know what  
I would like to be I must then  
prepare myself for the job."

Children will understand the  
importance of good, grooming  
and it's relationship to being  
successful in obtaining and  
successfully holding a job.

Children will understand the  
importance of good, grooming  
and it's relationship to being  
successful in obtaining and  
successfully holding a job.

## UNIT 7 - SAFETY

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
1. Discuss the job of baby-sitting and how you would have to be aware of safety rules on this job. a. Make a chart of some good rules to follow when doing this job.	Chart paper  Girls, boys	Children will understand the importance of safety rules in work places and the time spent in the job.
2. Discuss the job of a life guard at the beach. a. What would you have to know about safety to do his job. b. What other training would you need?		Children will understand the importance of safety rules in work places and the time spent in the job.
3. Interview school personnel (principal, teacher, custodian, police boy) to find out the importance of safety in our institution of work. a. Then relate safety to all places of work. b. Have the children report their findings. c. They can also interview their fathers and mothers on some safety rules each uses in performing their task on their jobs.	Paper, magazines, pictures, etc.	Children will understand the importance of safety rules in work places and the time spent in the job.
4. Children may make posters about safety on their parents jobs.		Children will understand the importance of safety rules in work places and the time spent in the job.

## UNIT 7 - SAFETY

CH AND  
TIESREFERENCES AND MATERIALSGOAL STATEMENTS

o of baby-sitting and  
have to be aware of  
n this job.  
art of some good  
follow when doing

Chart paper  
Girls, boys

Children will become aware of  
the importance the World of  
Work places upon safety on the  
job and the amount of money  
spent in this endeavour.

o of a life guard at  
d you have to know  
ety to do his job.  
r training would you need?

Children will become aware of  
the importance the World of  
Work places upon safety on the  
job and the amount of money  
spent in this endeavour.

pl personnel (principal, Paper, magazines, pictures,  
dian, police boy) to find crayons etc.  
ance of safety in our  
work.  
te safety to all places

Children will become aware of  
the importance the World of  
Work places upon safety on the  
job and the amount of money  
spent in this endeavour.

children report their

also interview their  
nd mothers on some  
les each uses in performing  
k on their jobs.

ake posters about safety  
ts jobs.

Children will become aware of  
the importance the World of  
Work places upon safety on the  
job and the amount of money  
spent in this endeavour.



## UNIT 8 - FRIENDS

TEACHER APPROACH AND  
PUPIL ACTIVITIES

## REFERENCES AND MATERIALS

## GOAL STATEMENT

1. Children role play ways that show how not to be a good friend.
  - a. Child who always pouts and wants his way.
2. Children role play ways they can be a good friend.
  - a. Children cooperating to get a job done.
3. Rank Order  
 What I want from a friend:  
     \_\_\_\_\_ honesty  
     \_\_\_\_\_ cooperation  
     \_\_\_\_\_ helpfulness  
 Whip around the class for an Immediate answer.
  - a. A true friend to me means  
     \_\_\_\_\_.
4. Develop a Do Good Box.
  - a. Have children write on a small piece of paper a good deed or something nice someone in the class did for them.
  - b. Put these in a box and at the end of the week see who did the most for others.

Children se  
able to hav  
will become  
importance  
each other  
is necessar  
done in the

Same as abo

Same as abo

Shoe Box with a slot cut  
in the top.

Children wi  
important  
the good th  
of finding  
any job wil  
and people

## UNIT 8 - FRIENDS

COACH AND  
VITIES

play ways that show  
a good friend.  
who always pouts and  
his way.

play ways they can  
friend.  
in cooperating to get  
one.

t from a friend:  
neisty  
operation  
lpfulness  
the class for an  
swer.  
friend to me means

Good Box.  
children write on a  
piece of paper a  
ed or something  
meone in the class  
them.  
se in a box and at  
of the week see who  
most for others.

REFERENCES AND MATERIALS

Shoe Box with a slot cut  
in the top.

GOAL STATEMENTS

Children see that if they are  
able to have and keep children  
will become aware of the  
importance of cooperating with  
each other and how cooperation  
is necessary to get a job well  
done in the World of Work.

Same as above

Same as above

Children will understand how  
important it is to look for  
the good things in others instead  
of finding fault. In this way  
any job will be more pleasant  
and people will get along better.

OBJECTIVES:

1. To develop an awareness of the importance of learning good word usage and proper spelling when entering the world of business.
2. To create an understanding of the necessity of good communication in all occupations.

CONCEPTS:

1. Good communication skills are needed to perform various tasks in the business world.
2. Job interviews depend highly on the ability to display good communication skills such as word usage, punctuation, composition, spelling and handwriting.

TEACHER APPROACH AND  
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

- |   |  |  |
|---|--|--|
| <p>1. When Children are learning to write Paragraphs, write one or two paragraphs describing a job and then let other children guess what it might be. Suggest they choose very unusual jobs: Example, Milking Snakes for Veron. Deodorizing Skunks for Pets This also could be done like a "What's my line T.V." Show.</p> | <p>Shoe box, mailboxes, stamps for cancelling</p> <p>Paper, pencil, ditto, ditto paper</p> <p>Our Community Series</p> | <p>Children will written com important i When trying with other</p>              |
| <p>2. Write a short theme and draw a picture on what they might like to be. Read themes aloud for parents on Visitation Day.</p>  |  | <p>Children will about what be.</p>  |
| <p>3. Make Paper Bag Puppets to act out a job they might like to do someday.</p>  |  | <p>Children will about what be.</p>  |
| <p>4. Visit the school secretary and find out how she uses the skills she learned in school on her job.</p>   |  | <p>Children will necessity a learning ho both orally how they wi skills in t</p> |
| <p>5. Write thank you letters to the tour guides on field trips.</p>  |  | <p>To teach ch for favors</p>  |
| <p>6. Have a mini-post office at Valentine time, where children must address their valentines correctly. Have a postmaster discuss his job.</p>   |  | <p>Children wi our communi fun way.</p>  |

COACH AND  
ACTIVITIES

Children are learning to write  
write one or two para-  
graphing a job and then let  
them guess what it might be.  
Choose very unusual jobs:  
Working Snakes for Veron.  
Dorizing Skunks for Pets  
Could be done like a "What's  
" Show.

Set theme and draw a picture  
might like to be. Read  
for parents on Visitation

Tag Puppets to act out a  
what like to do someday.

School secretary and find  
uses the skills she  
school on her job.

Write you letters to the tour  
field trips.

Post office at Valentine  
Children must address  
lines correctly. Have a  
discuss his job.

REFERENCES AND MATERIALS

Shoe box, mailboxes, stamps  
for cancelling

Paper, pencil, ditto, ditto  
paper

Our Community Series

GOAL STATEMENTS

Children will become aware that  
written communication is very  
important in the World of Work.  
When trying to share your ideas  
with other people.

Children will begin thinking  
about what they might like to  
be.

Children will begin thinking  
about what they might like to  
be.

Children will understand the  
necessity and reason for  
learning how to communicate  
both orally and written and  
how they will need these  
skills in the World of Work.

To teach children politeness  
for favors rendered.

Children will learn more about  
our community workers in a  
fun way.

TEACHER APPROACH AND  
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

7. Children may write a story of an imaginary one-day experience on a job that appeals to them.
8. Children can be formed into committees and each is a segment of the daily newspapers. Example:  
Sports, cartoons, news, social page etc. Each puts together a news article. Then the teacher can be the editor and make a ditto so the newspaper can be placed in each of the other third grades. Emphasize the necessity of cooperation between all workers that put out a paper. Children run the ditto machine as it simulates the printing press.
9. Practice with a play telephone in answering calls as you would if you were a receptionist in an office.
10. Invite the speech therapist to discuss the skills and training necessary for her job, in teaching others to communicate better.

Play telephones

Bell telephone also has excellent films that can be used at the same time as phones

Children will they might World of Work school.

Given a show child will that are in a newspaper cooperation

The children that the teacher part of the that a good be made by

Children will oral communication to succeed are many people help us communicate

TEACH AND  
ACTIVITIES

write a story of an  
-day experience on  
appeals to them.

be formed into com-  
each is a segment of  
spapers. Example:  
toons, news, social  
Each puts together  
e. Then the teacher  
itor and make a ditto  
per can be placed in  
ther third grades.  
necessity of coop-  
en all workers that  
er. Children run  
hine as it simulates  
press.

a play telephone in  
ls as you would if  
ceptionist in an office.

peech therapist to  
skills and training  
her job, in teaching  
communicate better.

REFERENCES AND MATERIALS

Play telephones

Bell telephone also has  
excellent films that can  
be used at the same time  
as phones

GOAL STATEMENTS

Children will realize many things  
they might need to know in the  
World of Work are being taught at  
school.

Given a short period of time a  
child will orally tell five jobs  
that are important in putting out  
a newspaper and the importance of  
cooperation through the process.

The children will become aware  
that the telephone is a necessary  
part of the business world and  
that a good first impression can  
be made by using it properly.

Children will realize that good  
oral communication is necessary  
to succeed well and that there  
are many people whose job is to  
help us communicate better.

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TEACHER APPROACH AND  
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

11. Design a bulletin board: - "Who Needs To Speak Clearly"; - Show various jobs in which clarity of speech would be essential.
12. Utilize role playing to demonstrate the correct and incorrect ways to greet and receive people.
13. Assemble scrapbooks of advertisements and discuss which one are more effective and why. What skills would be needed to orally give as well as write good advertisements?
14. Children may create new products and write their own advertisements.
15. Interview parents and find out how they must use their writing skills. Have children report back to class.
16. Have a salesman come to the class to tell about the importance of a good impression in making a sale. Have him also tell the class how he uses written skills.

To show child  
good speech

To have child  
the skill of  
people to use  
and the need  
interesting

To have child  
the skill of  
people to use  
and the need  
interesting

Upon given  
the child will  
which the parent  
writing skill

Upon given  
the child will  
which the parent  
writing skill

Children will  
with salesman  
he would use  
skills.



TEACH AND  
TIPSREFERENCES AND MATERIALSGOAL STATEMENTS

Letin board: - "Who Needs  
Early"; - Show various jobs  
city of speed would be

playing to demonstrate  
and incorrect ways to  
ceive people.

ppbooks of advertisements  
which one are more effec-  
What skills would be  
lly give as well as write  
ements?

create new products and  
own advertisements.

ents and find out how they  
r writing skills. Have  
ort back to class.

man come to the class to  
ne importance of a good  
making a sale. Have  
the class how he uses  
s.

To show children the necessity of  
good speech in the World of Work.

To have children become aware of  
the skill involved in getting  
people to use specific products,  
and the necessity of good and  
interesting communication.

To have children become aware of  
the skill involved in getting  
people to use specific products,  
and the necessity of good and  
interesting communication.

Upon given a familiar occupation  
the child will list five ways in  
which the person might use good  
writing skills.

Upon given a familiar occupation  
the child will list five ways in  
which the person might use good  
writing skills.

Children will become acquainted  
with salesman's job and see how  
he would use good language art  
skills.

TEACHER APPROACH AND  
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

- |     |  |             |   |
|-----|--|-------------|---|
| 17. | Role-Play a pretend T.V. Quiz Program and have a program host or hostess. This could be done in conjunction with a science review for a coming test by letting children ask each other questions. You could also incorporate some original commercials they have made.   |             | Children will on TV people distinctly.                                      |
| 18. | Children discuss the job of the librarian. A child may become the librarian for two days and check books in and out. Stress the importance of keeping good, readable records. The school librarian may explain numbers and letters on books, and card catalog, etc.  | Index cards | Children will importance Work of good and exactness                         |
| 19. | Discuss the job of the book reviewer. Then children may read a book and give an oral or written review of it. Stress the importance of good communication.   |             | Children will importance read another and retell with an event of their own |
| 20. | Children cut-out a large picture of a person who might need to communicate on his job very well. Bring them to school and place them in a picture box. One child at a time comes up to the front, pulls one out of the box and tells what the job is and how spelling, writing or English would be used on his job. Emphasize to the children they should also use good English. |             | Children will ways in which the language of life.                           |

CH AND  
TIESREFERENCES AND MATERIALSGOAL STATEMENTS

Extend T.V. Quiz Program  
Program host or hostess.  
Done in conjunction with  
Review for a coming test by  
Students ask each other questions.  
Incorporate some original  
Ideas they have made.

Discuss the job of the librarian-  
Students may become the librarian  
and check books in and out.  
Importance of keeping good,  
records. The school librarian  
numbers and letters on books,  
log, etc.

Job of the book reviewer.  
Students may read a book and give  
written review of it. Stress  
Importance of good communication.

Put a large picture of a  
Student who needs to communicate  
very well. Bring them to  
Place them in a picture box.  
When time comes up to the  
Take them out of the box and  
Discuss the job is and how spelling,  
English would be used on his  
Explain to the children they  
Need to speak good English.

Index cards

Children will become aware that  
on TV people must speak  
distinctly.

Children will realize the  
importance to the World of  
Work of good organization  
and exactness in keeping records.

Children will realize the  
importance of being able to  
read another person's ideas  
and retell or rewrite these  
with an evaluation or opinion  
of their own.

Children will be able to tell  
ways in which everyone uses  
the language arts in all walks  
of life.

TEACHER APPROACH AND  
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENT

21. Children may dramatize the following:

- a. A lady comes into a store to buy shoes for her son. No one can talk throughout the transaction. What problems do they encounter?
- b. A car-hop takes orders for food from the people in several cars. The car-hop can't write. What problems will she have?
- c. A man needs a job so he looks in the want-ads section of the newspaper. He can't read. What problems will he have?
- d. A telephone operator doesn't know how to listen well. What problems will he have.

Children with  
handicap  
be able to  
art skills.

22. Use an assembly line to produce a Mother's Day Card. Have others work individually. Example of assembly line:

- a. Two children cut construction paper.
- b. Two children fold paper.
- c. Three children trace design.
- d. Four children color design.
- e. Four children write a verse inside.
- f. Two children place them in envelopes.
- g. Two children pick up scraps.

Stress necessity of cooperation and good communication in any job assembly.

Construction paper,  
scissors, patterns,  
crayons, envelopes

Children with  
of time and  
assembly line  
industry and  
necessary

23. The children may dramatize an employer and prospective employee interview. The person seeking a job has never gone to school and has no training for any kind of job.

To show children  
of doing things  
so they can  
as well as

ACH AND  
ITIESREFERENCES AND MATERIALSGOAL STATEMENTS

dramatize the following:  
comes into a store to  
for her son. No one  
throughout the transaction.  
blems do they encounter?  
takes orders for food  
people in several cars.  
shop can't write. What  
will she have?  
eds a job so he looks in  
ads section of the news-  
He can't read. What  
will he have?  
one operator doesn't know  
listen well. What problems  
have.

ly line to produce a  
Card. Have others work  
Example of assembly

Construction paper,  
scissors, patterns,  
crayons, envelopes

Children cut construction

Children fold paper.  
Children trace design.  
Children color design.  
Children write a verse inside.  
Children place them in envelopes.  
Children pick up scraps.  
ity of cooperation and good  
in any job assembly.

may dramatize an employer  
ve employee interview.  
eking a job has never  
and has no training for  
job.

Children will realize what a  
handicap it would be to not  
be able to use the language  
art skills.

Children will realize the saving  
of time and money by using the  
assembly line technique in  
industry and the cooperation  
necessary for it.

To show children the importance  
of doing their school job well  
so they can do their future job  
as well and be prepared for it.

TEACHER APPROACH AND  
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENT

24. Invite high school students in business, distributive, and industrial education classes to visit the class to explain:
- For what job they are training?
  - How school is helping them for their work now and in the future?
  - What is the training procedure?
25. Create a movie showing how you might use the knowledge of introducing people properly in a future vocation. Draw a series of pictures and place them on a roll of paper attached to two sticks. Example: Secretary introduces salesman to boss etc. Invite another class to view your homemade movies. Narrate them.
26. Ideas for creative writing:
- If I were a teacher I would.....
  - If I were a doctor I would.....
  - If I were a pilot I would.....
  - Or children may choose their own interest vocation. Pictures may also be drawn.
27. Use of a tape recorder can be advantageous anytime the children are giving oral book reviews, practicing introductions, or practicing greeting people, they can evaluate how they sound to other people. Emphasize that good diction and English are necessary if they are to hold down any job where meeting the public occurs.

Tape Recorder

Children w  
children a  
being prepa  
of Work thrChildren w  
about what  
to do some  
would do if  
occupationChildren w  
in the lang  
speech.

37

TEACH AND  
ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

school students in  
distributive, and  
education classes to  
class to explain:  
What job they are training?  
How school is helping them for  
work now and in the future?  
What the training procedure?

How to show how you might  
experience of introducing people  
to a future vocation. Draw a  
pictures and place them on a  
card attached to two sticks.  
Secretary introduces salesman  
Invite another class to  
memorize movies. Narrate them.

Creative writing:  
What if I were a teacher I would.....  
What if I were a doctor I would.....  
What if I were a pilot I would.....  
Children may choose their own  
vocation. Pictures may  
be drawn.

The recorder can be advantageous  
if children are giving oral book  
practicing introductions, or  
meeting people, they can evaluate  
and to other people. Emphasize  
that action and English are necessary  
to hold down any job where  
public occurs.

Children will see how older  
children are participating and  
being prepared for the World  
of Work through school.

Tape Recorder

Children will begin thinking  
about what they might like  
to do someday and what they  
would do if they were in that  
occupation.

Children will evaluate themselves  
in the language arts skills of  
speech.

TEACHER APPROACH AND  
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

28. Children conduct sidewalk interviews with other classmates. Develop questions to ask ahead of time.

Children will know how to study in order to succeed.

Example:

- a. What are you going to be someday?
- b. What things will you need to know and study?
- c. Why do you want to do a particular job?
- d. How is school helping you prepare for a future job?

29. In many jobs you must be a good observer. You must also be able to describe objects or people carefully. Play detective:

Children will be alert and observant.

- a. One child leave the room.
- b. The class chooses a member to be described.
- c. Use many unusual words (this expands a vocabulary).
- d. The child returns and must decide whom the class chose by listening to clues given by the class.

30. Plan a hobby week. Children may bring in collections. Along with an oral presentation, the pupils might include an added feature of how their particular hobby might lead to an interest in some field of economic endeavor.

Children will be able to identify many occupations and how they have grown from the past. They will also know how pets can lead to a career in veterinary medicine.



ACH AND  
ITIESREFERENCES AND MATERIALSGOAL STATEMENTS

uct sidewalk interviews  
assmates. Develop  
ask ahead of time.

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ings will you need to know  
y?  
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chool helping you prepare  
ture job?

you must be a good observer.  
be able to describe objects  
efully. Play detective:  
d leave the room.  
s chooses a member to be  
d.

unusual words (this  
a vocabulary.  
d returns and must decide  
class chose by listening  
given by the class.

week. Children may bring  
s. Along with an oral  
the pupils might include  
ure of how their particular  
lead to an interest in some  
omic endeavor.

Children will state in writing  
how studying in school can lead  
to success in the World of Work.

Children will realize that  
alertness on a job is necessary.

Children will become aware of  
many occupations that have  
grown from hobbies (eg. having  
pets can lead to becoming a  
veterinarian.)

FILM STRIPS

FS 1185 Manners At Home  
FS 1186 Manners In Public  
FS 1187 Manners In School  
FS 1188 Manners When Visiting  
FS 427 We All Take Turns  
FS 1305 Why Should I Care How He Feels  
FS 1054 Your Family and You  
FS 1051 Your Feelings  
FS 858 Your Job As Big Brother or Sister  
FS 223 Family Helpers  
FS 29 How I Feel About the City  
SFS 38 People We Know  
SFS 269 Robert's Family At Home  
SFS 270 Robert's Family and Neighbors

KNOWING OUR SCHOOL SERIES  
Fathers Work Series  
Mothers Work Series  
Ohio Farmer (with record)  
Dairy Farm (with record)  
Our Community Set  
What Good Are Job Families

PICTURES

Modern Workers Set I  
Good Citizenship Poster Ca  
Neighborhood Friends and B  
Children and The Law  
(Teaching pictures)

At Home	KNOWING OUR SCHOOL SERIES
In Public	Fathers Work Series
In School	Mothers Work Series
When Visiting	Ohio Farmer (with record)
ake Turns	Dairy Farm (with record)
ld I Care How He Feels	Our Community Set
ily and You	What Good Are Job Families?
lings	<u>PICTURES</u>
As Big Brother or Sister	Modern Workers Set I
elpers	Good Citizenship Poster Cards
el About the City	Neighborhood Friends and Helpers
e Know	Children and The Law (Teaching pictures)
Family At Home	
Family and Neighbors	

OBJECTIVES:

1. To develop an insight into the scientific method used by scientists.
2. To develop an appreciation of the environment and the way people use it.
3. To develop an awareness of the new job opportunities that are created by an ever changing knowledge in the scientific world.

CONCEPTS:

1. To learn about people who are involved in working to keep our air clean.
2. To learn about job opportunities in the field of botany and biology.
3. To study about people involved in fire control.
4. To understand that keeping good health is necessary for doing a good job in most occupations.

# CAREER MOTIVATION GRADE 3 SCIENCE

## UNIT 1 - AIR - UNIT 2

### TEACHER APPROACH AND PUPIL ACTIVITIES

### REFERENCES AND MATERIALS

### GOAL STATE

- |    |  |  |
|----|--|--|
| 1. | Children examine home and school window ledges to see how clean the air seems to be. Then write Mr. Buntz and invite him to speak to the class. Discuss the others who work to keep air clean (scientist, equipment manufacturers, factory workers.) | Children w<br>people work                |
| 2. | Make a bulletin board of jobs that use oxygen. Example - dentist, doctor   | Children w<br>oxygen used<br>World of Wo |
| 3. | Discuss - What does in a Scientist's tool box? Children can make a list of tools a Scientist would need. They can also draw or find pictures of tools. This can be used as a chart of bulletin board. Example: test tube, microscope, bunsin burner  | Children w<br>scientist r                |
| 4. | Children may begin a chart to be continued next year. Add as they go along in their science units any job or new occupation they discover that relates to the science field. Tally these at the end of year.   | Children w<br>five jobs f                |
| 5. | Children may be asked to find and report to the class how scientists have helped many workers do a better job.   | Children w<br>scientists<br>better job   |

CAREER MOTIVATION GRADE 3 SCIENCE

UNIT 1 - AIR - UNIT 2

ACH AND  
ITIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

line home and school  
to see how clean  
to be. Then write  
invite him to speak  
Discuss the others  
keep air clean (scientist,  
manufacturers, factory workers.)

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ple - dentist, doctor

t does in a Scientist's  
ildren can make a list  
ientist would need.  
draw or find pictures  
is can be used as a  
etin board. Example:  
icroscope, bunsin burner

begin a chart to be  
t year. Add as they  
heir science units  
w occupation they  
relates to the science  
these at the end of year.

be asked to find and  
class how scientists  
any workers do a

Children will realize that many  
people work to keep the air clean.

Children will understand that  
oxygen used by some workers in  
World of Work.

Children will realize that  
scientist need special tools.

Children will become aware of  
five jobs involved with science

Children will understand that  
scientists help workers do a  
better job.

## SCIENCE

UNIT 1 - AIR

(continued)

UNIT 2 - AIR

TEACHER APPROACH AND  
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

- |    |  |  |                            |
|----|--|--|----------------------------|
| 6. | Discussion - What would our world be like if we had never had <u>one</u> scientist? (Cavemen perhaps still)                        |  | Children with science does |
| 7. | Bring in jobs wanted section of the newspaper.   | Large chart, tablet, marker pen, can also include cut          | Children with five jobs    |
|    | a. Children use magic marker to circle out pictures from magazines. any job they feel would need scientific training of some kind. | Obtain books from the World of Work resource room and          |                            |
|    | b. Walk to a nearby gas station and see the way air is used, (ex. fire pumps, lift etc.)   | set on a chalk tray; a Golden Encyclopedia would be excellent. |                            |
|    | c. Interview the attendant with some predecided questions. This interview could be reported to other classes.                      | Newspapers, magic markers.                                     |                            |

# SCIENCE

UNIT 1 - AIR

(continued)

UNIT 2 - AIR

## ACH AND TIES

## REFERENCES AND MATERIALS

## GOAL STATEMENTS

What would our world be  
if never had one scientist?  
(perhaps still)

Children will appreciate what  
science does for them.

wanted section of the Large chart, tablet, marker  
pen, can also include cut  
use magic marker to circle out pictures from magazines.

Children will become aware of  
five jobs involved with science.

they feel would need  
ic training of some kind. Obtain books from the World  
nearby gas station and of Work resource room and  
way air is used, (ex. fire set on a chalk tray; a Golden  
ift etc.) Encyclopedia would be excellent.

the attendant with some Newspapers, magic markers.  
ed questions. This interview  
reported to other classes.

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UNIT 3 - PLANT AND ANIMAL COMMUNITIES

TEACHER APPROACH AND  
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

1. Children may dramatize the following situations:  
All of the wild animals and birds are sick. Which scientist would be called on to help?  
The children playing the parts of the scientists will be given time to research and find out who they are and what they would do. (Could be an assignment for children who always finish first.)
2. Children research information about a greenhouse. Make a bulletin board about all the related jobs.

Example of scientists:  
veterinarian, wildlife specialist, fish culturist, botanist, biologist, apiarist, forest ranger, ichthyologist, zoologist, entomologist

Children will  
workers who

CAREER MOTIVATION GRADE 3 SCIENCE

UNIT 3 - PLANT AND ANIMAL COMMUNITIES

ACH A  
ITIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

dramatize the following

wild animals and birds

Which scientist would

n to help?

n playing the parts of

sts will be given time

and find out who they

t they would do. (Could

nment for children who

sh first.)

earch information about a

Make a bulletin board

related jobs.

Example of scientists:

veterinarian, wildlife

specialist, fish culturist,

botanist, biologist,

apiarist, forest ranger,

ithycologist, zoologist,

enthomologist

Children will become aware of  
workers who work with animals.

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CAREER MOTIVATION GRADE 3 SCIENCE

UNIT 4 - A GAS TO CONTROL FIRE

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
1. Invite a fireman to come and explain how an understanding of science helps firemen do a better job.		Children will understand the progress in development of equipment to protect our
2. Children could role-play: a. Fighting fires of long ago with the bucket brigade. b. Fighting fires today using modern scientific equipment and methods. Be sure to emphasize the workers that were involved in producing the equipment. Also cooperation between scientists and manufacturers.	Buckets children bring in their toy fire trucks to show the new scientific equipment to fight fires.	Same as above
3. Invite a speaker from a Fire Extinguishing Company to show the children about them. Tell about jobs of workers.	Akron Welding & Spring	Same as above

500

101

CAREER MOTIVATION GRADE 3 SCIENCE

UNIT 4 - A GAS TO CONTROL FIRE

CH AND  
TIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

an to come and explain  
standing of science helps  
better job.

Children will become aware of  
the progress science has made  
in developing methods and  
equipment to keep us safe and  
protect our lives.

role-play:  
fires of long ago with  
brigade.  
fires today using  
scientific equipment and  
Be sure to emphasize  
ers that were involved  
ing the equipment.  
operation between scientists  
facturers.

Buckets  
children bring in their toy  
fire trucks to show the new  
scientific equipment to fight  
fires.

Same as above.

ter from a Fire Extinguishing Akron Welding & Spring  
ow the children about them.  
os of workers.

Same as above

101

## UNITS 5 &amp; 6 - SPACE AND WEATHER

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
1. The teacher may read the booklet, <u>Space Jobs</u> , to the children. This will help clarify the jobs involved with space. Children could develop a bulletin board or notebook on this subject.	Peters, Jermen J. and Others. <u>Space Jobs</u> , Superintendent of Documents, U.S. Gov. Printing Office, Washington, D.C.	Children will have the space opportunities
2. Invite flight instructor to visit the class and talk about his job of teaching people to fly. Be sure to have him tell the children what they will need to learn in school to be qualified to take flying lessons. Have the children later write down all the advantages they can think of about this job. Would they like to do this?		Same as above
3. Ask the children if there are any jobs in which people need molds for their work? Have them research this. (Pharmacudical laboratories for penicilum.)		Children will learn some things that are of value
4. Children take turns being the class weatherman. Have them write on a chart paper what the weather is today and what they think it might be like tomorrow. (use observations of sky etc.) Have them bring in weather reports from the paper.	Chart Paper, Therometer, Barometer, Weather Vane, Newspaper.	

# CAREER MOTIVATION GRADE 3 SCIENCE

## UNITS 5 & 6 - SPACE AND WEATHER

### ROACH AND IVITIES

may read the booklet,  
to the children. This  
clarify the jobs involved  
Children could develop  
board or notebook on this

nt instructor to visit the  
talk about his job of  
ople to fly. Be sure to  
ll the children what they  
o learn in school to be  
o take flying lessons.  
ildren later write down  
antages they can think of  
job. Would they like to

ldren if there are any jobs  
ople need molds for their  
them research this.  
cal laboratories for

ke turns being the class  
Have them write on a  
what the weather is today  
ey think it might be like  
use observations of sky etc.)  
ring in weather reports from

### REFERENCES AND MATERIALS

Peters, Jermen J. and Others.  
Space Jobs, Superintendent of  
Documents, U.S. Gov. Printing  
Office, Washington, D.C.

Chart Paper, Therometer,  
Barometer, Weather Vane,  
Newspaper.

### GOAL STATEMENTS

Children will become aware that  
the space program offers many  
opportunities for jobs.

Same as above.

Children will realize that  
some things in the world  
that are considered useless  
are of value to scientists.

## UNIT 7 -- PULLEYS

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
1. Children find pictures of people using pulleys in their work and paste them on tag board. Cut them up to make puzzles. Put in boxes and label them accordingly. Example: I am a pulley, I help in building your _____? Children may exchange puzzles.	Magazines, tag board, scissors, boxes.	Children will use the simplest tools in the ways in the
2. Obtain a set of pulleys and let the children experience the use of them. Have them ask their parents if they ever did a job using a pulley and then report that to the class.	Small pulley, scale to show less stress.	Children will use pulleys in many jobs
3. Toy makers need to know about pulleys in making any toys. Example - Toy gas station, tow trucks, extractor sets, Tinker toys. Have children bring them to school for a display.	Toys Cooperative parents	Children will use the World with toys scientific pulley can inventive
4. Write a paragraph telling when you needed a pulley. Perhaps illustrate with a drawing.		To show the school help we might do
5. Ask the custodian to give a demonstration of how a pulley is used to raise the flag.		Same as above

CAREER MOTIVATION GRADE 3 SCIENCE

UNIT 7 - PULLEYS

GOALS AND  
ACTIVITIES

and pictures of people using  
their work and paste them  
. Cut them up to make  
it in boxes and label them  
Example: I am a pulley,  
building your \_\_\_\_\_?  
exchange puzzles.

of pulleys and let the  
experience the use of them.  
Ask their parents if they  
job using a pulley and then  
to the class.

need to know about pulleys  
toys. Example - Toy  
tow trucks, extractor sets,  
Have children bring them  
for a display.

graph telling when you  
pulley. Perhaps illustrate  
drawing.

Indian to give a demonstration  
pulley is used to raise the flag.

REFERENCES AND MATERIALS

Magazines, tag board,  
scissors, boxes.

Small pulley, scale to show  
less stress.

Toys  
Cooperative parents

GOAL STATEMENTS

Children will discover that the  
simplest tool is used in many  
ways in the World of Work.

Children will understand that  
many jobs in the World of Work  
use pulleys.

Children will become aware of  
the World of Work when playing  
with toys and understand how a  
scientific knowledge of the  
pulley can help us to be more  
inventive in our play.

To show that what we learn at  
school helps in the jobs that  
we might do now.

Same as above



## UNITS 8 &amp; 9 - SOUNDS OF LIFE - YOUR LIVING SKIN

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
<p>1. The teacher suggests that many workers who work directly or indirectly to help us keep healthy. (hearing aid manufacturers), (eye glass manufacturers), (doctors, dentist etc.) Bulletin board, chart or list can be made. Child could also keep his own list over a day or week and report to the class at the end of the week.</p>		Children will understand the importance of workers involved in the production of Work and
<p>2. Invite the speech therapist from the school to come to the class and tell about her job and the training she needs.</p>		Children will understand the importance of health workers in the World and the need for a better job
<p>3. Make a finger print of each child's finger and use for a bulletin board. Invite a policeman to tell children about the large operation of finger printing and how it helps us.</p>	Ink pad, paper, Encyclopedia, talk to family doctor or parent.	Children will understand the importance of honest people in the world money and the need for finger printing to cut down on crime
<p>4. Invite a lifeguard to the class to demonstrate how you give artificial respiration. Have him tell about the duties and responsibilities of his job. What did he have to do to get the job?</p>		Children will understand the importance of some jobs and the need for training and safety for ourselves
<p>5. Children find out what laryngitis is and what causes it. Report this to class. What jobs would this disease most effect.</p>		Children will understand the importance of that job and the need for some of

UNITS 8 & 9 - SOUNDS OF LIFE - YOUR LIVING SKIN

ACH AND  
ITIES

suggests that many workers  
ctly or indirectly to help  
ny. (hearing aid manufac-  
glass manufacturers),  
tist etc.)  
l, chart or list can be  
could also keep his own  
y or week and report to  
the end of the week.

eech therapist from the  
e to the class and tell  
and the training she

print of each child's  
e for a bulletin board.  
ceman to tell children  
ge operation of finger  
ow it helps us.

guard to the class to  
ow you give artificial  
Have him tell about  
responsibilities of  
t did he have to do to

out what laryngitis is  
es it. Report this to  
jobs would this disease

REFERENCES AND MATERIALS

Ink pad, paper,  
Encyclopedia, talk to  
family doctor or parent.

GOAL STATEMENTS

Children will become aware of  
workers involved in the World  
of Work and health.

Children will realize that the  
health World of Work exists in  
school for them so they can do  
a better job.

Children will realize that dis-  
honest people cost the business  
world money and that the study  
of finger prints can help us  
cut down dishonesty.

Children will understand that  
some jobs require a special  
training and we need to prepare  
ourselves for these jobs.

Children will become aware  
that job disability sometimes  
leads to retraining of workers  
for some other work.

TEACHER APPROACH AND  
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENT

6. Have a discussion about how a heart condition could effect your choosing a vocation. What could you do for a living if you did have such a condition?  
(Concept: Health effects job selection)

Children with health some thinking what a life work

TEACH AND  
ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

discussion about how a heart  
could effect your choosing  
What could you do for a  
if did have such a condition?  
(health effects job selection)

Children will discover that their  
health sometimes determines  
thinking when selecting a job for  
a life work.

# CAREER MOTIVATION GRADE 3 SCIENCE

## UNITS 10 & 11 - LIFE IN THE POND - INSECTS

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
<p>1. Obtain some pond water after a hike to a park or have a child bring it in. Also obtain some faucet water to study. Observe both under a microscope. (Be sure to discuss the workers who cleanse our drinking water supply.) Add some straw to water and let it sit about 2 weeks - Do not shake or disturb. Observe how the bacteria have grown. Add soap to water. Pollution kills the water life. Scientists and others must work to keep our city water clean and ponds unpolluted.</p>	<p>Pond Water, Faucet Water, Microscope, Bioscope, Straw, soap, eyedropped to fill wellled slide.</p>	<p>Children will connection science stu use this in World of Wo water clean</p>
<p>2. Have children think of jobs that are connected with insects. Example - bee-keeper, Exterminator, Silk Worm grower, Praying Mantis Supplier, etc. Then make reports on these workers. Put them together in a scrapbook with a picture or drawing and title it World of Work and Creepy Crawlers. This could be placed in the school library. Also, this could make a bulletin board.</p>	<p>Encyclopedias, Book on Insects, Scrap book, paper, crayons and pencils.</p>	<p>To create a children ab of man and relates to</p>
<p>3. Send for or have the children find a Praying Mantis egg case. Raise some. Be sure to have them enclosed tightly. After they hatch you can send them home to the woods or field. Job: There is a big business of raising Praying Mantis for farmers for insect control. Explain that there are other insects used this way also. (Lady Bug)</p>	<p>Container, Praying egg case</p>	<p>Refer to la</p>

CAREER MOTIVATION GRADE 3 SCIENCE

UNITS 10 & 11 - LIFE IN THE POND - INSECTS

CH AND  
TIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

nd water after a hike  
ave a child bring it in.  
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water supply.) Add some  
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ter. Pollution kills  
. Scientists and others  
keep our city water clean  
lluted.

Pond Water, Faucet Water,  
Microscope, Bioscope, Straw,  
soap, eyedropped to fill  
welled slide.

Children will appreciate the  
connection between their  
science study and people who  
use this information in the  
World of Work to keep our  
water clean.

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insects. Example -  
terminator, Silk Worm  
g Mantis Supplier, etc.  
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and Creepy Crawlers.  
placed in the school library.  
ld make a bulletin board.

Encyclopedias, Book on  
Insects, Scrap book, paper,  
crayons and pencils.

To create an understanding in  
children about the interdependence  
of man and insects and how this  
relates to the World of Work.

ve the children find a  
egg case. Raise some.  
ve them enclosed tightly.  
ch you can send them  
ods or field. Job:  
business of raising  
for farmers for insect  
ain that there are other  
his way also. (Lady Bug)

Container, Praying egg case

Refer to last activity.

FIELD TRIPS

1. Visit a science laboratory.  
Could be done on trip to Lawson Co. because they have one.  
Also, could be a dental laboratory in cooperation with Health unit on teeth.
2. Akron, Canton Airport (Both for weather and space unit).
3. Visit a greenhouse or nursery.
4. Nature Walk through local park (Prefer one with a pond) Arrange for a naturlist if possible.
5. Seiberling Nature Center.

SPEAKERS

1. Speaker from Goodyear Aerospace (designer) Tell how aircraft are designed and built.
2. A flight instructor from local airport.
3. Bee Supplier (A. I. Root Co. Medina)
4. An exterminator.
5. A life guard or Red Cross Representative.
6. A fireman
7. A naturalist from local park.

BOOKS

You Visit An Airport - Meshover  
How Weather Affects Us - Provus  
How Airplanes Help Us - McCall  
Come to Work With Us In Aerospace  
Come to Work With Us In An Airport  
What Happens When You Travel By Plane - Shay

Let's Go To a Rocket Base  
What Will The Weather Be - Barr  
Clean Streets, Clean Water, Clean Air - B  
Wings and Wheels - Barr  
The First Book of Machines - Buehr  
Let's Find Out About Tools - Wiesenthal

FILMS

Board of Education

336 An Airplane Trip By Jet  
862 Engines and How They Work  
964 What's So Important About the Wheel  
1062 Frontiers In Space  
1275 Toward the Filded Age - Inventions and Business  
1588 Oceanography  
295 Ohio's Water Wealth

FILM STRIPS

FS1791 How an Astronaut Lives In Space  
SFS310 Methods and Tools of Astronomers  
FS1195 How the Sea Helps Us

World of Work Room

Machines that Made America Grow  
Americans at Work



OBJECTIVES:

1. The learner will develop an awareness of the necessity of learning basic skills of mathematics in order to function successfully in the work world today and tomorrow.
2. The learner will become aware of many vocations that involve one or more phases of math.

CONCEPTS:

1. To learn about using money in addition and subtraction.
2. To learn to use linear, dry, or liquid measure to solve everyday problems in work or hobbies.
3. To learn to use the element of time and understand its importance to the world of work.
4. To learn basic estimating of math without use of a pencil and paper as an important part of many jobs.

## UNIT 1 - OVERALL

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATE</u>
1. Ask children if anyone in the family used math last night. a. Describe the situation.		Children w important
2. Girls may ask their mothers how they use math in their jobs. Boys ask their fathers the same questions. Children report their findings to class.		Children w importance in the bus parents.
3. The Math Vine: Teacher draws on a long strip of paper a vine minus the leaves. Leaves are cut from green paper. As the children study math throughout the year, the different jobs that come to mind can be recorded on the leaves.	Brown paper, a long strip of bulletin board or area to post, green construction paper.	Children w jobs that knowledge
4. Compare different ways numbers are used in various types of work by role-playing. Example: Mr. Kelly is a kitchen remodeler. He is working for Mr. and Mrs. White. Mrs. White is a teacher and Mr. White is a baker. Children then explain how these three people use numbers and how these numbers are used in different ways.	Invite any parent to come to school, to explain to the children the many reasons why they need all the math skills they learned in school to be successful both in the home and on the job.	Children w there are math is us Work.

UNIT 1 - OVERALL

GOALS AND  
ACTIVITIES

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st night.  
e the situation.

k their mothers how they  
their jobs. Boys ask  
s the same questions.  
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REFERENCES AND MATERIALS

Brown paper, a long strip  
of bulletin board or area  
to post, green construction  
paper.

Invite any parent to come to  
school, to explain to the  
children the many reasons why  
they need all the math skills  
they learned in school to be  
successful both in the home  
and on the job.

GOAL STATEMENTS

Children will state how math is  
important to their family.

Children will understand the  
importance and uses of math  
in the business world of their  
parents.

Children will become aware of  
jobs that require a working  
knowledge of math.

Children will become aware  
there are many ways in which  
math is used in the World of  
Work.

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
<p>5. Children make floats out of shoe boxes illustrating a job they may be interested in.</p> <p>a. Show on the float how that job may involve a math skill.</p> <p>b. Write a short paragraph on an index card explaining ways they would use math. Attach this to the float.</p>	<p>Shoe box, construction paper, kleenex flowers, tiny dolls or animals, rocks or anything made by hand to show this idea.</p>	<p>Children will understand any job involves math.</p>
<p>6. Children conduct interviews with school personnel. Assign one child to each worker.</p> <p>Example:</p> <p>Lunch lady, custodian, teacher, secretary, librarian, Principal.</p> <p>Question: How do you use math on your job?</p> <p>The child writes the responses and reports to the class.</p>	<p>Paper and pencils</p> <p>Invite school personnel to tell class how they use math on the job or invite a high school distributive education student who might be working part time on a job to tell the children how he uses the math he learned in school doing his job.</p>	<p>Children will understand that math is necessary for many jobs in the world of work.</p>
<p>7. Have a committee of boys report how numbers are used in sports. One committee could take baseball, another basketball, and another football.</p>		<p>Children will understand that numbers are used in sports.</p>

# COACH AND ACTIVITIES

## REFERENCES AND MATERIALS

## GOAL STATEMENTS

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a job they may be inter-

the float how that job  
olve a math skill.

short paragraph on an  
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duct interviews with  
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librarian, Principal.  
w do you use math on

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he class.

ettee of boys report how  
used in sports. One  
ould take baseball, another  
and another football.

Shoe box, construction paper,  
kleenex flowers, tiny dolls  
or animals, rocks or anything  
made by hand to show this idea.

Paper and pencils

Invite school personnel to  
tell class how they use math  
on the job or invite a high  
school distributive education  
student who might be working  
part time on a job to tell the  
children how he uses the math  
he learned in school doing his  
job.

Children will understand that  
any job involves math.

Children will discover math  
is necessary to keep their  
World of Work, the school,  
operating effeciently.

Children will discover that  
in sports the skill of using  
numbers is necessary.

## UNIT 2 - MONEY

TEACHER APPROACH AND  
PUPIL ACTIVITIES

REFERENCES AND MATERIALSGOAL STATEMENT

1. Set-up a play store in one area of the room.
  - a. Children bring in empty containers and cans to place in the store.
  - b. Children go to the store to buy things.
  - c. A child may be the cashier and have a toy cash register if possible.
  - d. Have a grocery boy packer, and carry-out.
  - e. Include in this the job of the stock boys that replenish shelves.
  - f. Bring in the job of the store manager and other office workers.
  - g. Many life-like problems can be experienced in this type of activity.
  
2. Children scan the newspaper for stories or advertisements that contain dollars and cents. They can bring them to school and ask other children to read them, or they can tell how money is being used in the business world.

Play money, empty cartons, and cans, toy cash register, bags, book shelves if possible

Visit a large store or super-market.

Children will use a grocery store each job related to math.

Newspaper, magazines

Children will use dollars and cents active use of money. Through paper advertisement will display reading dollars understanding in the World.

UNIT 2 - MONEY

COACH AND  
ACTIVITIES

any store in one area of  
on bring in empty  
ers and cans to  
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en go to the store  
things.  
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ve a toy cash register  
ible.  
grocery boy packer,  
rry-out.  
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advertisements that  
lars and cents. They  
hem to school and ask  
ren to read them, or  
ll how money is being  
business world.

REFERENCES AND MATERIALS

Play money, empty cartons,  
and cans, toy cash register,  
bags, book shelves if possible

Visit a large store or super-  
market.

Newspaper, magazines

GOAL STATEMENTS

Children will demonstrate jobs in  
a grocery store and explain how  
each job requires a knowledge of  
math.

Children will practice reading  
dollars and cents and show its  
active use in the World of Work.  
Through practice reading news-  
paper advertisements children  
will display facility for  
reading dollars and cents and  
understanding its active use  
in the World of Work.

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
3. Children bring in price tags off of their mother's purchases, then use toy money to show this amount. Play store clerk, having some child check the amount for correctness.	Price tags, play money	Children will use coins and bills and will help
4. Play cafeteria. a. Use food models from the Dairy Council or have children bring in pictures of food from magazines. b. Have children make a menu on a board listing prices of food items. c. Then children purchase a meal and different children go to the board and add up the total bill.	Magazines, pictures, food models from Dairy Council.	Children will use math as a cashier
5. Children cut out or draw pictures of people using money in the World of Work. Use these to construct a bulletin board showing the part money plays in the World of Work. All pictures could be mounted on green paper facsimiles of dollar bills or dollar bills could be turned into figures in their drawings.	Bulletin board, green paper	Children can write which money business would need correctly.
6. Children play banker. Show how deposits are made, checks written, interest on savings & loans, etc.	Blank checks, adding machine, cash register, play money	To show how a banker is involved in



ACH AND  
ITIESREFERENCES AND MATERIALSGOAL STATEMENTS

g in price tags off of  
s purchases, then use  
show this amount. Play  
having some child check  
r correctness.

Price tags, play money

Children will learn to identify  
coins and learn why "money" math  
will help you in the World of Work.

a.  
models from the Dairy  
or have children bring  
res of food from

Magazines, pictures, food  
models from Dairy Council.

Children will demonstrate that  
we use math as a purchaser and  
as a cashier.

s.  
ldren make a menu on a  
sting prices of food

ldren purchase a meal  
erent children go to  
d and add up the total

out or draw pictures of  
money in the World of  
ese to construct a  
d showing the part money  
World of Work. All  
d be mounted on green  
les of dollar bills or  
could be turned into  
eir drawings.

Bulletin board, green paper

Children given the opportunity,  
can write at least ten ways in  
which money is used in the  
business world and realize they  
would need to work with it  
correctly.

banker. Show how  
made, checks written,  
avings & loans, etc.

Blank checks, adding machine,  
cash register, play money

To show children different jobs  
of a banker and how math is  
involved in all of them.

## UNIT 3 - TIME

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATEMENT</u>
1. Children ask their parents how they need to know time on their job.	Paper and pencil	Children will be able to use time of the World of Work.
2. Small groups of children conduct interviews around school to find out how the workers use the skill of telling time. Contact the secretary, lunch lady, custodians, teachers, and principal. Allow time for children to tell the class their discoveries.		Children will be able to use time of the World of Work.
3. Make a simple ditto on which the child is to mark down the time of certain activities. Include in this the time of lessons, getting up time, meal time, bed time, church or club activities, practices, etc. Along with this be sure to stress punctuality as an important attribute and how this is important in the business world.	Ditto with headings such as: getting up time, breakfast time, etc.	Creating a record of time will recognize punctuality in the World of Work.
4. Use role playing to show the importance to you and others of getting somewhere on time. Example: a. Doctor is to perform a serious operation and he arrives late. b. The fireman is late to a fire, etc.	Puppets (optional)	Children will recognize the importance of time to themselves and others in the work world.

UNIT 3 - TIME

ACH AND  
ITIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

their parents how they  
time on their job.

Paper and pencil

Children will explain the importance  
of using and understanding time in  
the World of Work.

of children conduct  
pound school to find  
workers use the skill  
ne. Contact the  
nch lady, custodians,  
principal. Allow  
dren to tell the class  
ries.

Children will explain the importance  
of using and understanding time in  
the World of Work.

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ark down the time of  
ities. Include in this  
essons, getting up time,  
d time, church or club  
ractices, 'et. Along  
sure to stress punctuality  
nt attribute and how this  
in the business world.

Ditto with headings such as:  
getting up time, breakfast  
time, etc.

Creating a time schedule children  
will recognize the importance of  
punctuality and scheduling in the  
World of Work.

ing to show the importance Puppets (optional)  
ners of getting somewhere  
mple:  
s to perform a serious  
n and he arrives late.  
man is late to a fire,

Children will recognize the  
importance of promptness to  
themselves and others and how  
this effects those with whom  
they work or do a service.

CAREER MOTIVATION GRADE 3 MATH

UNIT 4 - ESTIMATION

TEACHER APPROACH AND  
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

1. Study estimations in math,
  - a. role playing can be used to illustrate many situations that arise in the World of Work. When you want to compute an answer and would be without pencil and paper.  
Example:
    - a. Perhaps you are a truck driver and you have to estimate the amount of miles to the next truck stop and the amount of gas you believe is left in the gas tank.
    - b. suppose you are a painter in a paint store buying paint for a job and there are three brands of paint. You might want to estimate in your head which would be cheaper if one came only in gallons and another was priced by the quart.

Obtain two different size containers with a price or draw them on the board for an illustration.

Children will be able to do the math of the math can be done instead of and that so necessary d

CAREER MOTIVATION GRADE 3 MATH

UNIT 4 - ESTIMATION

TEACH AND  
ACTIVITIES

Estimations in math,  
estimating can be used to  
estimate many situations  
arise in the World of  
math. When you want to  
find an answer and would  
not use pencil and paper.

If you are a truck driver  
you have to estimate the  
number of miles to the next  
stop and the amount of  
fuel you believe is left in  
the tank.

If you are a painter in  
a store buying paint for  
a job and there are three brands  
to choose from. You might want to  
think in your head which  
one is cheaper if one came  
in 5 gallons and another  
in 1 gallon priced by the quart.

REFERENCES AND MATERIALS

Obtain two different size  
containers with a price or  
draw them on the board for  
an illustration.

GOAL STATEMENTS

Children will realize that much  
of the math they are learning  
can be done by estimation,  
instead of pencil and paper,  
and that sometimes this is  
necessary on a job.

# CAREER MOTIVATION GRADE 3 MATH

## UNIT 5 - MEASURE

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATE</u>
1. Discuss how different jobs depend on scales. Have children take turns weighing objects and pretend they are fruit or vegetable peddlers, butchers, etc.	Scales	Children w of being a pounds and
2. Children may bring in some of their mother's recipes. Using water and sand they can show how they would measure the ingredients in a recipe. Children discuss other jobs that require measurement. Example: Pharmacist, chemist, chef, etc.	Spoon measures, measuring cup, pint and quart containers sand, water and pans	Children w of learnin and how th
3. Have a child bring in a child's pattern. Pattern, tape measure a. On an overhead write one line of measurements. b. Using a tape measure, have a child show how to find these measurements. c. Also, have a child measure another child. d. Discuss many jobs people do that require a knowledge of using linear measure. Example: pattern makers clothing mfg mothers who sew yard goods sales clerk, etc.	Pattern, tape measure  If you notice any workmen doing a construction job in the neighborhood, walk to the site and have the children ask and observe how math is being used. Be sure to secure permission ahead of time.	Given a li linear mea occupation their impo and other

CAREER MOTIVATION GRADE 3 MATH

UNIT 5 - MEASURE

GOALS AND  
ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

different jobs depend on  
the children take turns  
jects and pretend they are  
etable peddlers, butchers,

Scales

Children will understand the necessity  
of being able to read and understand  
pounds and ounces.

bring in some of their  
pipes. Using water and  
n show how they would  
ingredients in a recipe.  
cuss other jobs that  
urement. Example:  
chemist, chef, etc.

Spoon measures, measuring  
cup, pint and quart containers  
sand, water and pans

Children will discover the necessity  
of learning dry and liquid measures  
and how this fits into World of Work.

bring in a child's pattern. Pattern, tape measure  
verhead write one line  
urements.

If you notice any workmen  
doing a construction job  
in the neighborhood, walk  
to the site and have the  
children ask and observe  
how math is being used.  
Be sure to secure permission  
ahead of time.

Given a list of occupations and  
linear measures used in each  
occupation, the child can relate  
their importance to the teacher  
and other class members.

tape measure, have a  
how how to find these  
ments.

ave a child measure  
child.  
many jobs people do  
quire a knowledge of  
linear measure.

: pattern makers  
clothing mfg  
mothers who sew  
yard goods  
sales clerk, etc.

TEACHER APPROACH AND  
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENT

4. As homework, children measure their bedroom or bed; the width, length, and height.

Next day discuss workers who made the bed or cut the wood for the bedroom and how these workmen had to use their knowledge of measure they had learned in school. What would we call these workers? (carpenters or cabinet makers)

rulers and yard sticks

Give a list of linear measurements, occupation, their importance and other

5. Have a box containing slips of paper on which is written the name of an occupation or worker. The children take turns pulling out the slips and telling the class how this worker might use measure.

Example: Chef

Carpenter

Dressmaker

Plumber

Electrician

Landscaper, etc.

box, paper

Given a list of linear measurements, occupation, their importance and other



# COACH AND VITIES

## REFERENCES AND MATERIALS

## GOAL STATEMENTS

children measure their  
ed; the width, length,

Discuss workers who made  
out the wood for the  
how these workmen had  
knowledge of measure  
learned in school. What  
do these workers?  
(for cabinet makers)

Containing slips of  
each is written the name  
of the worker. The  
teacher turns pulling out  
and telling the class  
what worker might use measure.

Carpenter  
Cabinetmaker  
Carpenter  
Electrician  
Plumber, etc.

rulers and yard sticks

box, paper

Give a list of occupations and  
linear measures used in each  
occupation, the child can relate  
their importance to the teacher  
and other class members.

Given a list of occupations and  
linear measures used in each  
occupation, the child can relate  
their importance to the teacher  
and other class members.

## UNIT 6 -- VALUES AND SELF CONCEPT

<u>TEACHER APPROACH AND PUPIL ACTIVITIES</u>	<u>REFERENCES AND MATERIALS</u>	<u>GOAL STATE</u>				
1. <u>Continuum</u>  <table><tr><td><u>Tightwad</u></td><td><u>Spendthrift</u></td></tr><tr><td><u>Tom</u></td><td><u>Sam</u></td></tr></table> <p>Describe Tom and Sam. Children put themselves on a continuum near the person they are most like or would like to be like.</p>	<u>Tightwad</u>	<u>Spendthrift</u>	<u>Tom</u>	<u>Sam</u>	Chalk and blackboard	Children w importance decisions of money.
<u>Tightwad</u>	<u>Spendthrift</u>					
<u>Tom</u>	<u>Sam</u>					
2. <u>Rank Order</u> <p>If you had \$10 to spend would you buy</p> <p>_____candy</p> <p>_____toys</p> <p>_____books</p> <p>_____bike</p> <p>_____food</p> <p>_____savings</p> <p>Children rank each group from most to least important - to them.</p>	Blackboard or overhead so children can see, but answers are oral.					
3. I am proud that with my money I _____.  If I had \$10 I would _____.  Money is important because _____.	paper and pencil or orally (optional)					

CAREER MOTIVATION GRADE 3 MATH

UNIT 6 -- VALUES AND SELF CONCEPT

TEACH AND  
ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

Chalk and blackboard

Children will become aware of the importance of making thoughtful decisions related to the spending of money.

Spendthrift  
Sam

and Sam. Children put  
a continuum near the  
are most like or would  
like.

0 to spend would you

Blackboard or overhead so  
children can see, but answers  
are oral.

ady  
ys  
ks  
te  
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rings  
each group from most  
rtant -- to them.

at with my money I

paper and pencil or orally  
(optional)

I would \_\_\_\_\_.

rtant because \_\_\_\_.

BOOKS

How Schools Help Us-Benefic

How People Live In The Big City ~ Benefic

What Daddies Do

What Girls Can Be

Come To Work With Us In House Construction - Children's Press

What Do People Do All Day

Let's Go To A Rocket Base

Let's Go To A Supermarket

Let's Go To A Library

Let's Go To Watch a Building Go Up

Computers by Fred Steinberg - Franklin Watts, Inc.

First Book of Supermarkets

PICTURES FOR DISCUSSION

Modern Worker - Set 1 and 2 - Instructor Pub.

FILMS

Board of Education

1194 Money In the Ba

1199 Economics - It

962 Formulas in Ma

1275 Toward the Gild  
Inventions ar

FILM STRIPS

Board of Education

FS1377 Money Exper

FS1619 The Story of

FS1617 The Story of

FS1702 Playing Com

FS1413 The Food St

FS1697 Going Down

FS1501 Why We Use

WORLD OF WORK

Either series: Fath  
Moth

133

131

Benefic

The Big City - Benefic

s In House Construction - Children's Press

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Building Go Up

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markets

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1 and 2 - Instructor Pub.

FILMS

Board of Education

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